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ABSTRACT

This handbook is designed to provide guidance particularly to inexperienced coordinators of adult literacy volunteer tutor programs or to those isolated from support personnel or structures. It is not a curriculum to be followed from beginning to end, but a selection of materials from all states in Australia. Each section contains references and illustrative examples placed throughout the text, together with their sources. Section 1 is an introduction with chapters on how to use the handbook, the place of volunteers in the development of adult literacy and basic education in Australia, and underlying principles. The five chapters in section 2 deal with management of volunteer tutor programs: volunteer tutor programs, program management, management structure models, areas of program management, and program development. Section 3 on working with volunteer tutors contains chapters on the following: policies and practices for volunteers; recruitment, selection, and training of volunteer tutors; tutor training programs; and ongoing training, support, and evaluation. Appendixes are as follows: state volunteer centers around Australia; volunteers' rights and responsibilities; selection and appointment of volunteers; criteria for selecting tutors; tutor application form; names and addresses of professional support agencies; list of bookshops and suppliers of resource materials; annotated list of 32 articles from "Good Practice in Australian Adult Literacy and Basic Education"; and acronyms. Contains a bibliography listing 54 items. (YLB)

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Adult Literacy & Basic Education

FOR COORDINATORS OF
VOLUNTEER TUTOR PROGRAMS

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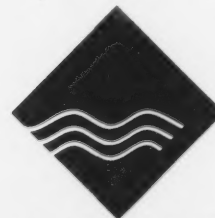
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**The National Staff
Development Committee**
For Vocational Education
and Training

HANDBOOK

**FOR COORDINATORS OF
ADULT LITERACY
VOLUNTEER TUTOR PROGRAMS**

A project commissioned by the
National Staff Development Committee
for Vocational Education and Training
1995

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Section

1

INTRODUCTION

1.1 How to Use this Handbook

As a Resource to Dip Into

The Handbook is not a curriculum to be followed through from beginning to end, but a selection of materials from all states in Australia within a purpose-written text. It is recommended that you use the Contents to locate what you want when you want it.

As a Source of Suggestions for Further Reading

You will find references within each section and illustrative examples placed throughout the text, together with their sources. In the last section of the Handbook there is a Bibliography with some items annotated.

With Imagination

It is not possible to cover in detail the variations of policy, administration, funding amounts and purposes, and styles of support services that affect volunteer adult literacy programs in all states and territories. We hope you will apply your local knowledge as you read these pages and that this leads you to speculate about the different contexts in which practitioners operate across Australia.

If we have made general statements which cloak differences critical to your way of working, please discuss the relevance of the differences with:

- your colleagues,
- the people in the support systems of your state or territory, e.g. the state Literacy/Numeracy Council, or the Australian Council for Adult Literacy. (See Appendix F.)
- the person from your state or territory who was on the National Review Panel for this project. (See Acknowledgments.)

With Wholly Utilitarian Objectives

We hope to have produced a useful Handbook, which will provide guidance particularly to inexperienced coordinators, or to those isolated from support personnel or structures.

- Some of the pro formas could be easily adapted for local use.
- Some of the extracts could be used as handouts in tutor training sessions.
- Almost all sources quoted are recent publications.

As a Professional Development Starter Kit

We intend to motivate readers to reflect on their own practice.

- Some of the references could prompt participants to read the source material—books or articles—and to engage in discussions with colleagues.
- There are questions sprinkled through the text. They could provide food for thought, and promote or sustain interest in further professional development.
- Professional development sources are:
 - *Induction Program for ALBE Personnel* (TNSDC)
 - *Modules 1–6 of Inservice Program for ALBE Personnel* (TNSDC)
 - *Adult Literacy Teaching: a professional development course*
 - courses offered through the adult and community education sector, or
 - graduate level certificates and diplomas.

Note: The Meaning of 1:1

We recognise that there are times when volunteer tutors might work under supervision with groups of students rather than with individual students; and that on the other hand some ALBE teachers are paid to work individually with particular students.

In this Handbook when we use '1:1' we mean:

'a volunteer tutor working with an individual student'.

1.2 The Place of Volunteers in the Development of Adult Literacy and Basic Education in Australia

History of the Adult Literacy Movement

The adult literacy movement in Australia is still relatively new, barely twenty years old in fact. It is important to acknowledge some of the history and the development of adult literacy as a sector of adult education so that the changing role of volunteer tutors is set in a context of other major changes. A brief account of these changes will provide a background to adult literacy in the mid 1990s and the contribution made by volunteers.

Although it began as a grass roots movement offering more positive learning experiences to people who had not succeeded in the school system, adult literacy provision developed differently in each state.

Early Influences

Two factors marked those early years in adult literacy, the heritage of which remains today.

USE OF VOLUNTEERS

Provision began as an informal network of people who worked from learning resource centres, neighbourhood houses, local libraries and TAFE colleges. Coordination was often voluntary or carried out on a piecemeal budget. A vital part of the establishment of programs was the widespread recruitment and ongoing involvement of volunteers. Volunteers played major roles from coordinating programs to carrying out secretarial assistance. Largely, though, they were recruited as volunteer tutors to work with adult students to develop their literacy.

THE PHILOSOPHY OF PAOLO FREIRE

The other factor at the time was the influence of the educational philosophy of Paolo Freire and his ideas of education for liberation. His visit to Victoria in 1974 had a long

lasting impact on the philosophy of adult literacy provision in that state and to a lesser extent in the other states as the influence spread. He offered a very different model of education from the one people were familiar with.

Freire is now regarded as perhaps one of the most important influences on current theory and practice of adult basic education and adult literacy worldwide. His visit to Melbourne in April, 1974, when he met with a number of education academics and practitioners of adult literacy, is recalled as having a profound impact. His rejection of the 'banking' or 'filling the empty vessel' model of education and his vision of a 'shared project of naming the world' in which 'teachers and students become teachers' is now almost taken for granted by many adult literacy teachers.

Sanguinetti, J. 1992, 'Teaching with Freire in Australia: Some questions and lessons', *Open Letter*, vol. 3, no. 1, p. 40

On closer examination it would appear that these two influences, volunteers and liberation education, were in conflict with each other. The majority of volunteer tutors in the early stages were women and there was great emphasis placed on their nurturing and caring for the adult literacy student.

The intention of Freire's liberation education with its key words of conscientisation, freedom from oppression and empowerment was more socially critical. His concern was not so much with development of the person as an individual but on helping people to read the symbols of oppression in their society so that they could change the social order. His radical idea of empowerment for social change, when transposed into the Australian context became more domesticated in intent and was often interpreted as empowerment for personal action.

Developments in the 1980s

There was widespread acknowledgment of the important role of volunteer tutors in the programs. Training was considered an important part of tutor involvement and most states had developed tutor training kits or packages, many of which are still used today.

There was developing awareness of the importance of student representation in decision making and program management. State and national conferences had a strong emphasis

on workshops for voluntary tutors, as well as ideas for encouraging student involvement. During the 1980s, state literacy councils and the Australian Council for Adult Literacy played an important role in lobbying state and national governments for recognition and an increased commitment to funding. The many different projects and initiatives of this period are testament to the success of these different lobbying campaigns.

With this recognition of adult literacy as a growing sector of education, and the increased funding, came other changes which had a significant effect on the contribution of volunteers and, in many places, raised questions about whether volunteers should be used at all.

- In particular, the growing professionalism of the adult literacy field meant that paid positions with associated job descriptions were being created and trained people were being appointed to these positions.
- While volunteer tutors continued to fulfil a very important role, there was a substantial increase in provision delivered by trained teachers, especially in urban areas.

Questions about the Place of Volunteers

As the work became more institutionalised, further questions were raised about:

- volunteers carrying out such complex educational tasks as teaching literacy and
- the place of volunteers working alongside paid staff in adult literacy programs.

This was the experience in NSW where serious concerns developed in 1986-7 over the use of volunteers in TAFE programs, as reported by Wickert and Zimmerman.

In NSW the issue has now largely been resolved and volunteer tutors are seen as a welcome support to mainstream programs particularly as an effective way of providing a first step for students unable or unwilling to attend college based programs. Detailed consultation with all concerned about the issue revealed that to a large extent it was a management issue around questions of efficiency, accountability, support and intention.

Wickert, R. & Zimmerman, J. 1991, 'Adult Basic Education in Australia: Questions of Integrity' in M Tennant, *Adult and Continuing Education in Australia: Issues and Practices*, Routledge, p. 200

The following are some of the political events, issues and attitudes which affected volunteer tutor schemes:

- The increased funding in the 1980s played a major role in the bureaucratisation of the adult literacy field.
- Funding provided an infrastructure which had been absent in the past and programs became more institutionalised.
- Accountability and cost effectiveness became part of the rationale for funding, so that the language of economic rationalism was also applied to the management of literacy programs.
- Questions were raised about educational effectiveness
 - with the use of volunteers
 - with frequent changes in the make-up of 1:1 tutor:student pairs
 - with the high turnover of volunteer tutors.
- Others were critical of 1:1 working relationships which could encourage dependency.
- Recruitment, training and provision of ongoing support for volunteer tutors were seen as time-consuming and costly, at a time when there seemed to be a move away from voluntary work, especially in TAFE.
- Recruiting volunteers was becoming increasingly difficult.
- There was increased appreciation of small groups as an effective way of learning.
- The feminist critique raised questions about the use of volunteers for unpaid work in a female-dominated profession.

In all states and territories volunteer tutors have remained an important facet of the adult literacy movement into the late 1990s. However, the place of volunteers in adult literacy still provides a dilemma for some ALBE personnel in the field, as is obvious in this quote from Childs.

Voluntaryism presents a dilemma for program managers: if we acknowledge that it exists and develop procedures for it, then are we supporting it? If we support it, what does that mean for funding of mainstream programs? What does it mean for the professional standards of provision? What about the view that volunteers are 'amateurs anyway'? And don't we want to develop competency standards for ABE teachers and ensure quality assurance for our students/clients?

Childs, M. *Invisible Women: Voluntaryism and ALBE in Australia—
A Call for Research* (unpublished paper) 1994.

Key Changes in the 1990s

INTERNATIONAL LITERACY YEAR (ILY)

International Literacy Year was a landmark year for adult literacy in Australia.

A comment often heard was, 'Adult literacy has come of age'.

Some effects of ILY were:

- increased community awareness
- the funding base was better than it had ever been
- educational opportunities were greater than ever before.

TRAINING REFORM

The increased recognition occurred simultaneously with another national government agenda which was to have an enormous impact on adult literacy provision, i.e. the national training reform agenda.

- It identified literacy and English language standards as one of the factors preventing Australia from becoming internationally competitive.
- Competency-based accredited training courses were a major part of the training reform agenda.
- The development of accredited courses brought an increased demand for qualified teachers.
- Whenever funding was related to the ability of providers to offer awards, it raised questions about the place of volunteers in that provision.

ONGOING USE OF VOLUNTEERS

Whatever the ongoing commitment of funding bodies to volunteers in adult literacy programs, much of the work still depends on them. There are some significant aspects.

- In parts of rural Australia in particular student provision and, in some cases, program coordination are still happening only because volunteers make it possible.
- Many people who take early retirement are now making themselves available as volunteers in literacy programs.
- Once a female-dominated field, more men are offering their skills as volunteers (and also seeking paid employment in adult literacy education).

- Many adult literacy students have moved on in their education because they first worked with a volunteer tutor, giving the tutors' work credibility.
- Many tutors have moved into other educational fields or paid employment after first acting as a volunteer.

FOCUS QUESTIONS

- 1 What principles do you consider essential for establishing or running an adult literacy program of high quality?**
- 2 Which principles should never be changed?
Which depend on the situation, i.e. funding, location?**
- 3 Which underlying principle would you address first when establishing a program?**
- 4 Which underlying principle does your program best embrace?**

1.3 Underlying Principles

Definition

This definition of 'adult literacy' was issued by the Australian Council for Adult Literacy for International Literacy Year, 1990.

Literacy involves the integration of listening, speaking, reading, writing and critical thinking; it incorporates numeracy. It includes cultural knowledge which enables a speaker, writer or reader to recognise and use language appropriate to different social situations. For an advanced technological society such as Australia, our goal must be an active literacy which allows people to use language to enhance their capacity to think, create and question, which helps them to become more aware of the world and empowers them to participate more effectively in society.

The ACAL definition, including a broader social and cultural context of adult literacy, is addressed within *The National Framework for Adult English Language, Literacy and Numeracy Competence*, ACTRAC, 1994. (See Section 2.4 – Policy.)

Coordinators and tutors speak of 'good practice' or specific approaches in the adult literacy field to ensure a quality program. These principles are often listed in point form in training manuals or reports in order to set out the underlying philosophy. Within this section principles are grouped to clarify the relationship between various practices and to discuss the underlying philosophies in greater depth.

These principles of good practice should be reflected in:

- the organisational structure of the program
- the theoretical basis of the program
- the relationship between all participants in the program
- the content and methods of delivery of the tutor training course
- assessment and evaluation processes
- all materials used in the program.

Equal Partnerships

The concept of community relations creates images of all people being equal and active in all forms of human endeavour. Reality though, dictates that there are differences between individuals and that at times, there are no satisfactory answers to all problems. Perhaps community relations is at best about acceptance of other people and viewpoints, and at least about tolerance of views which are different to our own.

Canterbury City Council NSW 1994, *Community Relations - Cultural Awareness: a training kit for local government*, p. 9.

Features of Equal Partnerships

- A recognition of equal rights and tolerance of others' beliefs is essential in the creation of non-hierarchical structures and relationships within the organisation.
- Promoting equitable relationships helps foster action learning and ongoing negotiation.
- Cooperative, informed decision-making should empower all involved in the process and help create fair outcomes for students.
- Cooperation involves teamwork to produce a specific product or result, with individuals developing and exercising collaborative skills.
- Participants who are on an equal footing:
 - accept and tolerate each other's differences
 - consider the needs of all involved
 - examine themselves
 - find common aims and
 - achieve a greater understanding.
- Accepting and tolerating each other's differences also opens up:
 - acceptance of the different levels of literacy skills that different people have or require and
 - acknowledges and endorses the diverse nature of Australian language and society.

The Tutor's Changing Roles

In the role of literacy tutor, however, people will be required to play other roles in the working relationship with students...If a tutor is aware of the different processes which are taking place as she meets and works with a literacy student over a period of time, she will be aware of the different roles she is playing and...will have more control over her responses in the learning situation.

Campbell, B. 1991, *More Than Life Itself*, VALBEC, Melbourne, p. 112.

The tutor must move and grow with the learning developments and changing dynamics to encourage student-centred learning, where the student is an active learner capable of negotiation and self-reflection.

Tutors have many roles. They include: facilitators, mentors, learners, friends and advocates.

1. Facilitators, when there is guidance and direction

When a student comes to me to discuss a problem, he or she is often giving me the power in the relationship, suggesting that I am somehow wiser, more experienced, more knowledgeable than they are, and asking me to tell them what to do. If this is the way they approach me ...I have to turn them around, so that they...realise that they are able to look at the problem themselves and decide what they want to do about it. I have to give them back the power they have given me. Sometimes this takes some time. It is only when they have stopped being dependent on me, when they are really taking responsibility for themselves, that I feel I can appropriately offer them advice or suggestions—which they can appropriately accept or reject.

Neville, B. 1990, 'Basic Counselling Skills' in VALBEC, *Conference Papers 1989-90*, p. 22.

2. Mentors, when there is modelling and display

3. Learners, when there is development and change

It has been the students themselves, however, who have been my strongest educators. They have moulded me into the tutor that I am today... I am deeply grateful for their persistent patience and the honesty that has been their gift to me throughout my years as a volunteer tutor.

Campbell, 1991, p. 19

4. Advocates, when rights and responsibilities are sought

Effective literacy teachers must act as advocates. Advocates have responsibilities to their students, to their colleagues and to the profession.

Wickert, R.. 1988, 'Student-centred maybe—but as gatekeepers or advocates?', *Good Practice in Australian Adult Literacy and Basic Education*, No.1, p. 5.

5. Friends, when there is partnership and support

If a student feels comfortable with the tutor, learning will be more effective. At the same time as a working relationship is developing ...so too is a friendship which facilitates the learning that will take place. As tutor and student learn about each other, about expectations and abilities, about interests and life experiences, the tutor will discover what is appropriate to do in a session which will help a student's literacy development.

Campbell, 1991, p. 112

Student-Centred Learning

Student-centred learning develops intrinsic motivation. In order to promote student-centred learning, the needs of the students must be the primary focus. This focus should not occur merely within the 1:1 pair or group, but throughout the entire program. Student needs must be foremost when making funding and staffing decisions; they should dictate the course structure and delivery, and be reflected within the organisation's educational materials and physical environments.

Negotiation of Curriculum and Delivery

Negotiation procedures can be used between any individuals or groups within the organisation in a wide range of contexts. Negotiation is especially helpful in fostering active participation and establishing equitable relationships within the program.

Tutor-Student Negotiation

Negotiation involves individuals or groups stating their needs in order to develop practices in which these needs can be met.

- It requires active participation in determining present and future practice.
- It fosters engagement.
- It develops self-assertion and individual expression.

Negotiation is often successfully used with students in both a 1:1 and group situation to determine content, style of delivery and any other mutual concerns.

The focal point for learning is the relationship between the tutor and student.

- The relationship evolves from the experience that each adult brings to the learning situation, the motivation that brings them together and the nature of their investment in a common goal. The roles of student and tutor become interchangeable, they both come to see themselves as students; both gain personal satisfaction from the relationship.
- The tutor's role is that of supporting learning, which means helping students to identify learning strategies that work for them. The learning fosters not only new knowledge and new skills but mutuality, self-respect, self-esteem, self-confidence, self-reliance and independence.
- The student therefore needs to learn to take responsibility for [her/his] own learning and [her/his] own development.

Adult Education Tasmania 1988, 'Negotiation', *Good Practice in Australian Adult Literacy and Basic Education*, No. 1, p. 3.

Negotiation in Tutor Training

Providers of volunteer literacy training programs can also use negotiation methods with tutors to determine the best curriculum and delivery style. This will model methods to be encouraged between the 1:1 pair.

The challenge is to match our expectations and needs with those of the trainee-tutors, and the technique has become negotiation. Pablo Foster introduced us to this in 1983. His writings shape our thoughts here. Where learning programs have been negotiated, students have reported improved confidence and sense of self-worth. The programs have been relevant, focussing on solving the students' problems. They have also been encouraged by the assessment process, that is, by encouragement to evaluate their own progress.

Adult Education Tasmania, 1988, p. 3.

Adherence to Adult Learning Theory

Adult Basic Education practitioners combine knowledge of theories (of learning, language, mathematics and curriculum), resources, socio-political issues, skills and strategies (of learning, teaching, critical reflection, collaboration, negotiation, conflict resolution), and attributes (of flexibility, sense of humour, supportiveness, patience, sensitivity, respect, commitment) to carry out their numerous roles in a diverse range of contexts.

Scheeres, H., Gonczi, A., Hager, P. & Morley-Warner, T. 1993, *The Adult Basic Education Profession and Competence: Promoting best practice*, University of Technology, Sydney, p. 57.

Principles

- Areas of language, such as:
 - speaking and listening
 - reading and writing
 - numeracy and critical thinkingshould be viewed as inter-related to highlight the wholistic nature of language.
- Activities that are negotiated and designed to address the literacy needs of students

should focus on a number of outcomes:

- in a social context and
- in a cultural context.
- Learning should be seen as a long term process, continuing throughout the life of the participant.
- Adult literacy programs provide opportunities to learn and develop new skills
 - for students and
 - for tutors.
- A wide range of texts should be used as models to show the diverse range of language and literacy use. They can include:
 - poetry and prose
 - non-fiction and fiction
 - mathematical information
 - graphics and illustrations
 - forms and documentsall having the primary purpose of making meaning.
- Realistic models should be chosen. Learning best takes place through activities with purpose and relevance to students in their own social and cultural contexts.

Quality Programs

Adult literacy programs have an important role to play in a national vocational education and training system. In order to develop and continue to meet the needs of our changing society, quality assurance is essential. Programs must meet the needs of the community and satisfy individual participants; they must demonstrate principles of good practice within their field.

Many TAFE colleges are now undergoing a quality assurance process. Within the community sector, organisations may undergo some form of quality audit agreement with their funding bodies.

Quality assurance ensures accountability to both the community and funding body.

(See two segments in Section 2.4—Policy, and Finance and Accountability.)

Ongoing Evaluation

Ongoing evaluation gives feedback for program planning and in doing so, ensures that a process for meeting the needs of students, volunteers and paid staff is established.

Student-centred programs must be flexible, responding to the needs of their students. As with negotiation, an evaluation process needs to be built into the organisational framework as well as into the programs and courses. Promoting active learning, equitable relationships and negotiation will ensure evaluation is ongoing and meaningful.

Evaluation of actions and reporting is as important as the process itself. There should be an honest approach to evaluating and reporting giving due consideration to limitations and shortcomings as well as successes.

Canterbury City Council NSW 1994, p. 33.

Community Focus

Adult literacy programs should develop and maintain a community focus. The program's primary concern is to meet the needs of its participants. Funding bodies may require quality assurances, statistics and other forms of accountability and management may require regular reports. These responsibilities must be met, but should not be the primary focus of the program. The program must look towards the community in which it operates in order to provide a relevant and successful operation.

The needs of the community must be identified prior to the development of a program. Once a program is operating, ongoing evaluation should determine if these needs are being successfully met. Continual research concerning the needs of a community will be required as communities are in constant change.

Community services must be accessible to the community in which they operate. All people wanting to participate in the program should have access to the program. Easy access is essential if the program is to serve the community's needs.

REFLECTIONS

FOLLOWING YOUR READING CONSIDER THESE QUESTIONS:

- 1** *In what ways has reading this chapter clarified your knowledge of underlying principles?*
- 2** *How does this new understanding impact on your current program or on a program you may establish?*

Helpful resources

DEET & Australian Broadcasting Corporation 1994, *The Reading Writing Roadshow* (videos).

DEET & New South Wales TAFE Commission, 1994, *The Reading Writing Roadshow* (workbooks).

Kelly, A. 1992, *Participation in an Adult Literacy Program*, Queensland Council for Adult Literacy, Brisbane.

Scheeres, H., Gonczi, A., Hager, P. & Morley-Warner, T. 1993, *The Adult Basic Education Profession and Competence: Promoting best practice*, University of Technology, Sydney.

Section

2

**MANAGEMENT OF
VOLUNTEER TUTOR
PROGRAMS**

Introduction

This section is about the management issues, structures and duties within a volunteer literacy program. As many of these programs are part of a larger literacy program, the term 'program' may be used for either, depending on the context. As community organisations or TAFE colleges may run volunteer literacy programs both structures have been included. Coordinators of programs are usually paid staff though in smaller, rural programs, they may themselves be voluntary.

In this section you will find:

- 2.1 Volunteer Tutor Programs
- 2.2 Program Management
- 2.3 Management Structure Models
- 2.4 Areas of Program Management
- 2.5 Program Development

FOCUS QUESTIONS

- 1 What do you look for in a well managed program?**
- 2 Which management factors are matters of government policy? Which management factors are locally determined?**
- 3 What are the most important management features in an adult literacy program?**

Effective program management is essential if students' goals are to be achieved. Much of the work involved in achieving success will occur well before a program is delivered.

* South Australian Consortium 1992, *The Management and Delivery of Community Based Adult Literacy and English Language Programs*, p. 12.

In order to manage a program, each step along the way requires development and implementation. The coordinator of a voluntary literacy program needs a knowledge of:

- relevant policy
- the training and assessing of volunteers
- how to assess students' literacy skills
- ways to organise learning situations to meet the needs of students and tutors.

A working knowledge of commonwealth, state, regional and organisational policies is essential in managing a volunteer literacy program. (See Section 2.4 – Policy segment.)

Over the past couple of decades Australia has been facing the challenge of reinventing itself. Once dependent on the wealth generated by vast natural resources it is now accepted that wealth must come from value-added goods and services based on advanced technology and work practices. Where we were once considered to be comfortably mono-cultural it is now generally understood that we are a culturally diverse society with important economic ties in the Asia-Pacific region. This reorientation has led to significant workplace reforms and structural adjustments.

Education and training are the key to these changes. Having a productive, flexible and highly skilled workforce which in turn leads to efficient and competitive industries is only possible if education and training are responsive to these changes. This has meant that education and training have to be closely linked to the current needs of the labour market and future employment opportunities.

Batchelor College 1994, *Language and Literacy Competency Framework Professional Development Package* (draft), section 2, p. 1.

* 'South Australia Consortium' refers to a collaboration of Community and Neighbourhood Houses Inc, SA Council for Adult Literacy, Office of Tertiary Education, Department of Employment, Technical and Further Education, and the Department of Education.

But how does change to adult basic education and training within the workforce relate to volunteer literacy programs?

Much has been written since the inception of the National Training Reform Agenda...about organisational change, vocational training, the reputed movement from a mono-cultural to a culturally diverse workforce, and the development of a multi-skilled and flexible workforce. The resource development...to support workplace and training changes has been enormous, but the actual workplace change realities are diverse, complex and irregular.

However, the existence of these infrastructures does impact on ALBE provision...and that includes voluntary provision. In NSW for example, State funds to TAFE NSW are now allocated via the Vocational Education and Training Authority based on ANTA priorities.

Despite the changes that have impacted on voluntary programs in different states, as yet no discussion has taken place about where voluntarism fits into vocational education and training, although it is clear that voluntarism...does indeed fit into the community's and government's perceptions about developing skills in unemployed workers. Voluntarism, even within the ALBE field, is often in the 'too hot' basket. Policies regarding voluntarism do not exist in most government departments; educational models lack methods for granting RPL for voluntary practices. Whilst voluntary practices are encouraged within the community as a way of developing vocational skills, no policy, coordinating body or funding exists for this purpose, because it ...brings up the very real issues of exploitation.

Where then, does voluntarism fit in the new world-mythology of competency standards, vocational education and training? Do we want it to fit in?

Childs, M. 1994, Unpublished note to project manager.

2.1 Volunteer Tutor Programs

Program Characteristics

Volunteer literacy programs have no single format.

- The most commonly observed pattern is a tutor matched with an individual student.
- State and territory differences between programs are often due to funding commitments and policy developments.
- The community and local historical context plays a major role.
- Program characteristics may also be influenced by
 - the role and objectives of the host organisation
 - the level of funding and expectations of the funding body
 - the amount and quality of available resources and equipment.

Programs can be conducted from a great variety of settings, both for training of tutors, and for 1:1 working pairs:

- TAFE colleges
 - libraries
 - neighbourhood houses
- community centres
- living and learning centres
- adult education centres
- detention or correction centres
- special care/accommodation
- private homes
- or any other organisation that offers adequate office and training space.

When there are barriers to the face-to-face training of volunteers, alternatives may be used depending on what communication systems are available and whether trainers and tutors have access to them. Distance delivery may include one or a combination of communication or information technologies: print-based, telecommunications, computer or interactive video, and any combination of these.

Student Characteristics

Students fit into several categories which may overlap:

- language background
 - native English speakers
 - non-English speaking background (NESB)
 - literate in first language but not in English
 - not literate in any language
- educational background
 - normal schooling completed
 - fragmented schooling, e.g. interrupted by moving or illness
 - no school attendance (or almost none)
 - post-secondary courses undertaken
- disability
 - physical/perceptual disability, affecting literacy, or not affecting it
 - ongoing psychiatric illness
 - learning affected by medication
- employment background
 - full employment
 - self-employed
 - intermittent employment
 - unemployed, CES registered
 - never employed
 - not seeking employment, retrenched, or retired
- other factors
 - age
 - isolated or housebound
 - detention in correction centre, or institutionalised.

Students may have a range of skills in literacy, varying according to the task, the context, the social setting and the level of assistance needed.

Students may come from any part of the socio-economic spectrum. For example, while many ALBE students are struggling financially, others have well-paid jobs or successful businesses, or manage households efficiently.

Meeting Student Needs and Tutor Needs

Student needs may be incompatible with any learning situation available at the time of assessment. In these cases the student may be referred to another literacy program or another type of support agency, after discussing the student's needs and goals with that agency.

Volunteer tutors also have individual needs and these may be explicitly stated or may become apparent during the interview and tutor training sessions. These needs may or may not impair the learning situation of the volunteer tutor and adult literacy student. If they do, professional development activities may solve this issue. Other forms of voluntary work may help meet the needs rather than literacy work. There may also be instances in which the volunteers must deal with their own needs before practising as volunteer tutors.

Helpful Resources

NSDC (in preparation) *Adult Literacy Teaching: A Professional Development Course*
—*in Flexible Delivery Mode*.

Victoria TAFE Off-Campus Network 1987, *Gippsland Distance Literacy Project*.

2.2 Program Management

Program management is a process which involves each stage of the design and implementation of an educational program. The same issues and stages are involved whether working within an educational institution or in the community setting although the degree of formality and level of detail may differ.

South Australian Consortium 1992, p. 10.

Program Maintenance

To keep anything running smoothly, continual maintenance is needed. Systematic and thoughtful planning is required not only at the formation of the program, but at regular stages during its operation. This planning process:

- helps smooth running of day-to-day operations
- checks that the aims of the organisation and program objectives are being met
- maintains support for staff and students
- helps maintain funding
- assists students in achieving realistic goals
- is essential in establishing and running a quality literacy program.

Program Rationale

The structure of an organisation and the interaction of its people have enormous impact in any organisation. They reflect the organisation's basic philosophy and affect the contact all individuals have with the organisation. Committees of management or managers, and coordinators, staff, volunteers and students should all know a basic organisational model for interaction. To foster a spirit of equity, tolerance and greater understanding of differences, all personnel need to be equally valued. Basic strategies to assist this process include consultation, negotiation and participation. Common structures reflecting this philosophy may be included in committee composition, professional development sessions and the roles and relationships between members.

Change Management

All members of an organisation must be supported in dealing with change. Support mechanisms need to be built into the management structure of the organisation.

Suggestions include:

- training on recent developments and issues for committee members, paid staff, volunteers and students, this training to be assisted by professional support agencies in each state;
- training on self-development areas such as interpersonal skills, conflict resolution and problem solving for committee members, paid staff, volunteers and students.

(See segment on Professional Development in Section 3.4.)

- adopting management policy and procedures that respond to changes.

Change is a recognised, necessary part of life. We can either respond positively to the demand for change or we can react against it. The one leads to new creative situations, the other ties us to the status quo, and we become afraid to take risks in trying new things.

For a coordinator in a community-based adult literacy program, both these responses to the demand for change are possible. But with these demands coming from many different sources, it is very difficult to stand still. Working in adult literacy means being involved with a whole range of educational issues, with community development concerns, with changing funding situations and, most importantly, with people. As trends change and new issues become important, I have found it is necessary for the shape of an adult literacy program to change to accommodate some of these trends.

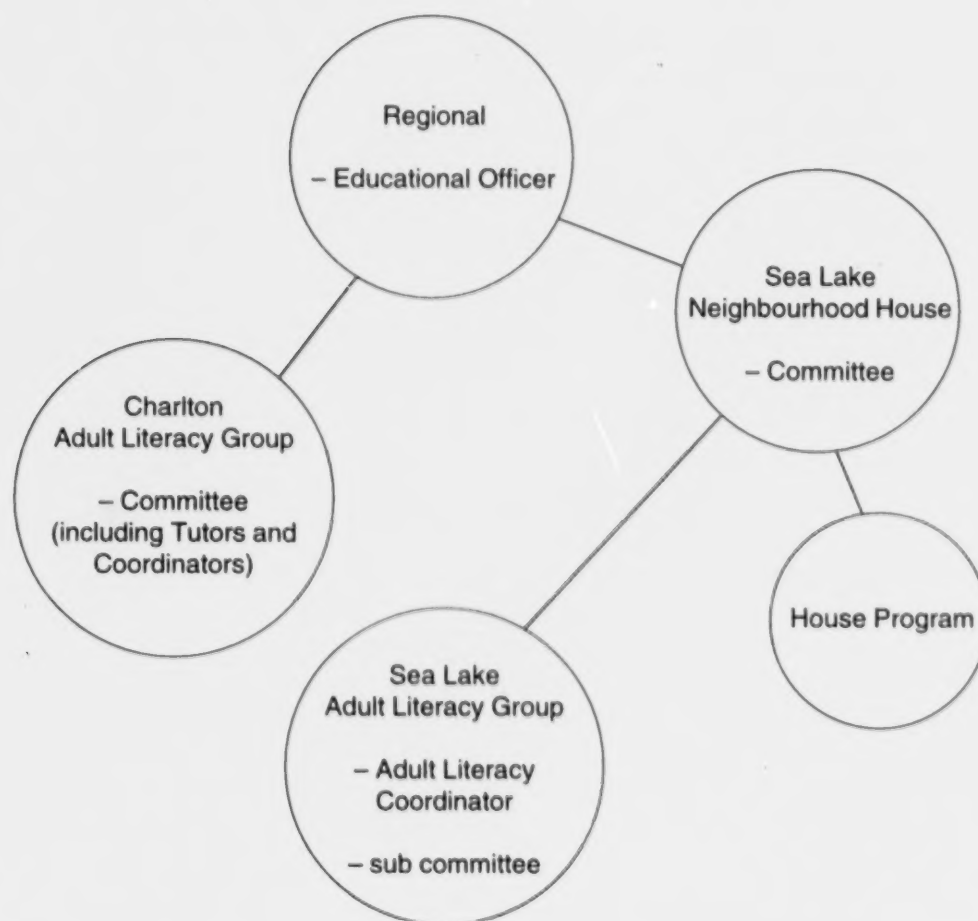
Campbell, B. 1989, 'The changing face of a community program',
Good Practice in Australian Adult Literacy and Basic Education,
No. 4, p. 12.

2.3 Management Structure Models

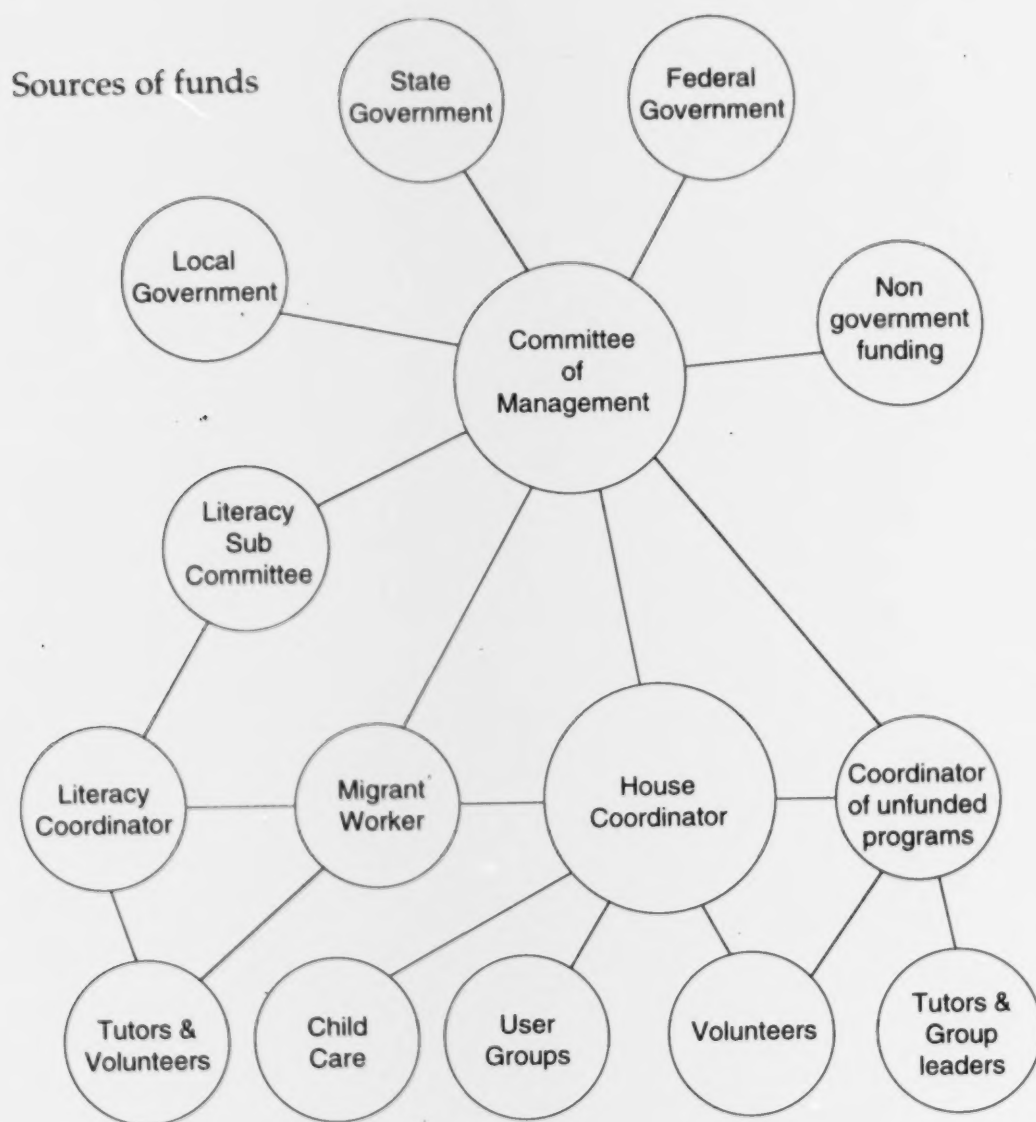
Variety of Structures

The organisation's structure and the relationship between all persons or agencies involved can follow a number of models. These will reflect the volunteer literacy program and the organisation. Below are just two examples of many community, cluster and TAFE college models.

REGIONAL CLUSTER



COMMUNITY MODEL



Range of Structures

Volunteer literacy programs can be:

- a volunteer program coordinated by a volunteer with two or three volunteer tutors who also form the committee of management;
- a community program with a paid coordinator and mainly volunteer tutors;
- part of a TAFE college, with full-time courses delivered by paid staff.
(In this TAFE context a voluntary tutor program could provide for students requiring low level and/or flexible delivery tuition.)

In any model, 1:1 volunteers may support students who are studying within an accredited adult literacy course as well as those who are learning informally.

It is recommended that all adult literacy programs have institutional membership of professional support agencies. (See **Appendix F.**) This can provide:

- information on resources and professional development programs
- networking opportunities
- access to current journals and other publications.

Role of Committee of Management

A committee of management may be in charge of:

- a community house or other type of community venue;
- a volunteer literacy program that is part of a larger adult literacy program;
- a volunteer literacy program that operates on its own.

Setting Up Committees

The committee is a group of individuals connected with the organisation or program who have volunteered to work as a committee and have been elected as members. Some organisations have criteria that individuals must fulfil before appointment to committees. Government bodies ultimately responsible for the organisation may also have selection requirements for prospective committee members. Requirements should be written into the organisation's policy documents and be available to interested persons on request.

Committee Members' Roles

- The committee of management ensures that the organisation functions effectively and best meets the needs of the local community.
- Roles may vary, but some positions are common to most committees.
- Nominations can be taken and elections held for positions of chairperson, treasurer and secretary.
- The role and duties of committee positions should be clearly documented and be discussed with nominees.

Literacy Sub-Committees

- Committees may be broken into sub-committees and there is frequently a sub-committee that concerns itself with literacy issues and duties.
- Sub-committees are appointed by the management committee and must report back during committee meetings.

Committee Responsibilities

- When the volunteer literacy program is in a community setting, the committee is ultimately responsible for the program and needs to take an active role in its setting up and delivery. (See Section 2.5—Program Development.)
- The literacy program must be owned by the organisation and be an integral part of the organisation's activity.
- The committee of management, or other organisational staff responsible for the literacy program
 - must be committed to the principles of good practice and
 - keep up with recent developments in adult literacy in order to design and implement a program that reflects this practice.
- This may require regular in-servicing of the committee by the literacy coordinator and from other relevant bodies involved in professional development.

Tasks for the Committee

The following description of tasks is adapted from Hyde, V. et al., 1988, *How to Set up a Community Centre*, South Australian CAN, SACAL, OTE, DETAFE & Educ. Dept, p. 20.

The management committee undertakes the following tasks to ensure that the centre/house functions effectively:

- ensuring that the requirements of the Constitution and Incorporations Act, if relevant, are fulfilled;
- determining the goals, aims and policies of the centre/house;
- examining the needs of the local community and plans, maintaining and evaluating programs, services and projects to meet those needs;
- encouraging involvement of members, staff and local people in the planning, management and decision-making processes of the centre/house;
- employing and supervising staff and ensuring that adequate provision is made for both paid and unpaid workers, e.g. insurance, superannuation, working conditions and leave provisions;
- ensuring that records of the centre/house's activities are maintained, e.g. financial statements, regular newsletters, minutes of meetings;
- arranging adequate funding for the centre/house through preparation of submissions and budgets;
- arranging to purchase, loan or rent premises, equipment or supplies as required by the centre/house;
- ensuring that all other administrative tasks are undertaken, e.g. adequate insurance for the centre/house;
- planning for grant applications, promotion and fundraising activities.

Role of Literacy Coordinator

Criteria of a Good Coordinator

- The literacy coordinator in conjunction with the committee plans and implements a literacy program and has overall responsibility for its quality.
- Quality should be the major focus for the coordinator's tasks and duties and it will be reflected in the satisfaction of all people involved in the program.

COMMUNITY PROVIDER'S JOB SPECIFICATION

1. Demonstrated competence/experience in the adult literacy and basic education field or an equivalent field including assessment and placement of students in appropriate programs.
2. Excellent communication skills/inter-personal skills.
3. An understanding of, and commitment to, adult learning.
4. Experience in community work and networking.
5. Ability to work as part of a team and be flexible, patient and able to work in a busy environment.
6. Good organisational skills and ability to manage a budget.
7. Experience with volunteers and some knowledge of training.

Hawthorn Community House, 1990, Victoria

Responsibility of Coordinator

The coordinator is responsible for the daily running of the program and reports to:

- the committee of management if in a community organisation or
- the head of department if in a TAFE college.

The literacy coordinator may be responsible for adult literacy programs

- in one organisation or
- in a number of organisations.

Tasks for the Literacy Coordinator

The literacy coordinator's main tasks are to recruit potential students and tutors, arrange tutor training opportunities, maintain standards of good practice, and provide ongoing support to tutors and students.

Developing and maintaining positive relationships within the program are critical to the role of the literacy coordinator. These relationships are locally and regionally based, and linked with the wider community.

South Australian Consortium 1992, p. 59.

Factors Influencing Coordinator's Role

Tasks or duties of literacy coordinators greatly vary depending on:

- their state or territory and the specific community in which the program is located;
- the setting or the organisation, e.g.:
 - community
 - TAFE college
 - Skillshare
 - private provider;
- whether the volunteer literacy program is
 - the total program or
 - part of a larger program;
- support received from management, and range of coordinators' duties such as:
 - book-keeping
 - drawing up funding submissions
 - accountability statements.

Alternatives for Accounting Tasks

In some community organisations the treasurer or literacy sub-committee would manage these matters. In TAFE college environments, administration staff or departmental heads/managers would perform these duties.

Job Descriptions

All organisations running a volunteer literacy program, whether part of a larger program or not, should provide a job description with coordination duties listed.

A comprehensive section on coordinator duties can be found in:

- *The management and delivery of community based adult literacy and English language programs, SA and*
- *Coordinators Handbook, WA.*

(For more information on tutor and student roles, see Section 3.)

Two examples of job descriptions follow.

COMMUNITY PROVIDER'S JOB DESCRIPTION

- To respond to enquiries, interview, assess and place students in appropriate programs.
- To recruit, select and provide educational support to tutors working in the program, both volunteers (1:1) and paid staff (groups).
- To develop a process of referral and educational counselling for students.
- To teach students for approximately 4 hours a week.
- To promote curriculum development.
- To maintain accurate records in line with Division of Further Education requirements and generate data about program use.
- To develop a process of evaluation, (self, tutors, students).
- To manage the budget for programs and associated costs of the program.
- To provide teaching resources/materials and to have a system of borrowing that facilitates use by people in the program.
- To publicise the program.
- To be involved in a wider network of literacy providers and to liaise with them on issues affecting the program.
- To have an active involvement in the regional adult literacy/basic education network and to liaise with the region's Adult Literacy and Basic Education Officer.
- To participate in both the formal and informal levels of the adult literacy structure locally and within the region.
- To be available for some out-of-hours work as negotiated with the Committee of Management.
- To report to the Committee at monthly meetings, to prepare an Annual Report and provide other forms of accountability as required.

Hawthorn Community House 1990, Victoria

GOVERNMENT DEPARTMENT JOB DESCRIPTION

Responsibilities of the Volunteer Literacy Tutor Coordinator

1. To direct, support and supervise volunteer literacy tutors by:
 - recruiting volunteers from the community
 - acquainting yourself with tutors
 - matching students and tutors
 - supporting volunteers
 - redirecting unsuitable volunteers to more appropriate agencies
 - ensuring that out-of-pocket expenses are met.
2. To report to and liaise with the local Adult Literacy Officer and/or the Bureau.
3. To ensure the following administrative duties are accomplished:
 - maintaining an accurate system of record keeping
 - maintaining a budget
 - answering telephone inquiries
 - applying for funding.
4. To involve tutors, students, the community, and the Adult Literacy Officer, where appropriate, in evaluating the effectiveness of the program.
5. To keep up-to-date with developments in the volunteering and adult literacy fields through liaising with other coordinators of volunteers, liaising with other providers of adult literacy and related programs in their community and reading available literature relevant to the field.
6. To ensure support of students is achieved by:
 - assessing and describing their abilities in literacy and numeracy
 - matching them with a tutor
 - contacting them to reassure them if there is an unavoidable delay in matching them with a tutor.
7. To participate in meetings with other tutors, coordinators, Adult Literacy Officers and other ALSB staff as required.
8. To ensure that resources for tutors and students are maintained and/or developed.
9. To ensure strict confidentiality is maintained within the program.

Department of Training, WA

2.4 Areas of Program Management

Duties within the areas listed below may be carried out by different staff or management personnel depending upon the structure of the organisation.

- A paid or volunteer literacy coordinator in conjunction with the committee of management carries out duties from the following areas in a community organisation.
- In a TAFE college these duties may be performed by the literacy coordinator alone, or in conjunction with other TAFE staff or departments.
- Areas include:
 - policy
 - networking
 - advertising and publicity
 - staffing
 - professional development
 - assessment, placement and referral
 - pathways
 - finance and accountability
 - quality assurance
 - venues and resources.

Policy

Relevant Policy Documents

The coordinator needs access to relevant state and federal policies dealing with adult literacy and basic education, social justice principles, occupational health and safety, equal opportunity, staff employment and volunteer management.

The organisation should have copies of all relevant policies. It is jointly the responsibility of management and staff members to ensure that all staff are guided by these policies.

If you are setting up the organisation, or if adult literacy is new to the organisation, you should contact government agencies and network with other organisations to acquire copies of relevant policies, or to obtain information on where they can be found.

- State government departments or professional support agencies can be contacted for information concerning relevant state and local government policies.
- Professional support agencies have copies of all policies relevant to adult literacy and basic education, and would know where other documents could be located.
- Local libraries may have relevant documents.

Relevant Commonwealth Policies

- DEET, 1991, *Australia's Language: The Australian language and literacy policy*, (also known as the 'white paper').
- DEET, 1993, *National Collaborative Adult English Language and Literacy Strategy*.

Education Frameworks

The National Framework for Adult English Language, Literacy & Numeracy Competence (1994) was developed by the Adult Community and Further Education Division of the Office of Training and Further Education in Victoria for the Australian Committee for Training Curriculum (ACTRAC).

- The National Framework provides a basis for language, literacy and numeracy certificate courses in all states and territories of Australia.
- A number of states and territories have accredited courses for literacy students and some, e.g. NSW, also provide accredited tutor training courses.

Networking

Active networking is vital to the success of any adult literacy program and provides the basis of cooperative relationships between organisations.

- Networking determines local needs and what provision is being met by which agency. The local area may be a large or small geographic area, with a range of population density and isolation factors.
- The aim of any first contact is to set up a network of people or organisations with which to liaise.

Relevant agencies include:

- local government councils
 - Skillshare programs
 - other language/literacy programs
 - other adult education programs
 - government and non-government social service agencies
 - schools
 - TAFE colleges
 - public libraries
 - health agencies
 - child care providers
 - leisure centres
 - church groups
 - clubs and service groups.
- Developing strong community awareness will assist coordinators in the areas of:
 - student and tutor referrals (both to and from your organisation)
 - regional activities such as program and pathway planning
 - professional development
 - use of venue space
 - sharing of resources.
 - Helpful resources for contacting and networking will be found by contacting volunteer centres and professional support agencies in each state or territory.

Advertising and Publicity

You may need to advertise for both tutors and students.

Advertising for Volunteer Tutors

Publicity for 1:1 volunteer literacy tutors needs to give a realistic outline of the nature of the work and time involved in both the training and tutor/student sessions.

(See Section 3.2 – Recruitment, Selection and Training of Volunteer Tutors.)

The program may be advertised in a broadsheet or course information booklet along with other programs offered by the provider. Advertising through the electronic media can be effective but expensive, unless the fee is waived due to the community-based nature of the program. Community talk-back radio is free.

Other advertising may be via:

- the local newspaper,
- booklets published by the local council outlining community services,
- fliers to relevant organisations and clubs,
- speaking to local organisations.

Liaising with local government organisations and with relevant community groups such as volunteer centres is essential in building up a referral network for both tutors and students.

When interviews with prospective tutors are held to exchange information and determine suitability, resources which document the nature of the work may also be given out.

(See Section 3.2 – Recruitment, Selection and Training of Volunteer Tutors.)

Advertising for Students

The content and format of publicity for 1:1 students can range from a feature article in the local paper to a 'Can you read this?' sticker. Publicity for adult literacy students can also be directed towards their friends, relatives, carers and other professionals.

Methods of publicity for students include word of mouth, print media in the forms of fliers, brochures, newspaper articles or advertisements, posters and newsletters; television or radio media, in particular community stations and radio for the print-handicapped in most capital cities.

Distribute easy-to-follow course outlines and organisation brochures to prospective students when they first make contact.

Include details of:

- staff names and work phone numbers
- a map showing the location, surrounding streets, and public transport routes.

Helpful Publicity Resources

ALBSU 1985, *Publicising Adult Literacy and Basic Skills*, London.

British Association of Settlements Adult Literacy Project 1976, *Organisers' Pack*.

DEET 1993, *Running a Regional Literacy Campaign*, Language and Literacy Branch.

DEVET 1993, *Coordinators' Handbook*, Perth.

South Australian Consortium 1992, *The Management and Delivery of Community Based Adult Literacy and English Language Programs* (2nd Draft).

Staffing

Documentation

- Most organisations should have specific staffing policies for both paid and voluntary staff which need to reflect broader policy.
- Programs should ensure that all staff (paid and voluntary) have an adequate understanding of relevant policies.
- The employer should also have the following documents accessible to paid staff:
 - the relevant award or enterprise agreement
 - union information

Employment of Personnel

- In a community setting, the committee of management or representatives from the organisation will employ the literacy coordinator.
- In a TAFE college the head of department or equivalent staff member employs the literacy coordinator (or program manager).
- In all structures it is highly recommended that coordinators have teaching qualifications and experience in adult education.
- In most cases the coordinator (often in conjunction with committee members or organisation representatives) employs paid literacy staff and selects volunteer tutors.
- In some cases, particularly when the coordinator is employed on a low fraction of salary or where the coordinator is voluntary, the management committee or head of department may perform the employment and selection duties.

(For more details on selection of volunteers see Section 3.2 – Recruitment, Selection and Training of Volunteer Tutors.)

Interpersonal Communication

The literacy coordinator reports back to the committee, or management staff, keeping them informed on the developments within both the program and the field, and seeking advice and direction in return. This two-way flow of information is a very productive model.

For paid staff, most organisations use a contract stating terms and conditions such as period of work, duties, pay rates and length of notice needed for non-attendance or cancellation of classes.

- If terms and conditions for both the organisation and the staff are made clear from the onset, disputes are less likely to develop.
- Training in negotiation skills and conflict management will also benefit most staff or members of management committees.

(For more details see the segment on Professional Development, Section 3.4.)

- Managing personnel is an on-going role of the coordinator and adequate time must be allocated for staff contact
 - from informal exchanges
 - to documentation of a grievance.

Handling Difficulties

Terminating the services of paid staff, rejecting unsuitable volunteer tutors or discontinuing existing volunteer tutors may be necessary when problems cannot be resolved. A coordinator may consult relevant awards and unions if appropriate as awards outline grievance procedures.

In such situations, the literacy coordinator should either

- act on behalf of the committee of management or TAFE head of department with their full support, or
- refer the matter back to the committee/section head.

Helpful Resources for Staffing

DEVET 1993, *Coordinators' Handbook*, Perth.

Council of Adult Education 1989, *Setting up a Volunteer Program*, Melbourne.

South Australian Consortium 1992, *The Management and Delivery of Community Based Adult Literacy and English Language Programs* (2nd Draft).

Victorian Council of Social Service 1993, *The Community Employing Handbook: A Guide to Employment Issues for Community Organisations*, Management, Support and Training Unit, VCOSS.

Assessment, Placement and Referral

Initial Student Contact

Program coordinators frequently manage initial contact and assessment interviews.

- The initial contact with a student must be supportive and helpful.
- Students may feel cautious or threatened when admitting they need help.
- Kindness, patience and thoughtfulness are essential when dealing with their enquiries.
- If volunteers or other staff members in the organisation are first to deal with potential students, then training in front-desk contact may be appropriate.

It is important that relevant information is readily available.

- This could include details concerning:
 - hours and locations of classes or volunteer pairs
 - child-care provision in the organisation or local area
 - public transport routes
 - car parking
 - cost of program
 - associated costs, e.g.
 - transportation
 - child-care
 - tea/coffee money
 - and materials.

Initial Student Interviews

GENERAL GUIDELINES

- Following the initial inquiry or referral, an appointment time should be made for an adult literacy interview. The main aims of this interview are
 - to assess the student's literacy skills and relevant experience in relation to his or her individual and learning goals, and
 - to determine how and where the student's needs can be met.
- General and ethical guidelines for interviews should be documented and must be followed by all staff interviewing prospective students.
- The interview should be voluntary for the students, and information gathered should be confidential.

HANDLING INITIAL INTERVIEWS

The reasons for preliminary interviews and procedures in an initial assessment are described in an article by Karen Murphy (1990), 'Initial assessment at Sydney Tech', *Good Practice in Australian Adult Literacy and Basic Education*, No. 7, pp. 5-7.

We see the interview as an exchange of information and try to conduct it in as friendly, informal and professional a way as possible.

Whilst the interview is informal, it is also methodical and the underlying structure is founded on gathering that information which facilitates and improves the learning process. The entire interview and assessment of literacy skills (reading, writing, speaking and listening) is one whole task which takes about one hour.

INTERVIEW AND PLACEMENT POLICIES

Some organisations have developed their own interview and placement policies to use their policies for quality control and as a framework informing potential students about the selection process and why it is used.

The Interview and Placement policy became an important element of the educational framework of the program and I think contributed to its quality.

Students were the immediate beneficiaries. Students (and their advocates) could be confident that the interview and placement process was ethically sound because the principles and strategies of the process were explicit and public.

The coordinator's expectations of students were stated from the beginning and this encouraged students to take responsibility for their learning.

McQueen, J. 1992, 'Developing an interview and placement policy', *Good Practice in Australian Adult Literacy and Basic Education*, No. 17, p. 15.

REFERRAL TO OTHER PROVIDERS

A list of referral agencies, and contact names and numbers, are essential in case your program cannot meet a student's needs. Written referrals are usually only given after trained assessors (from the first provider contacted) have interviewed and assessed the student, rather than when they have just dealt with an initial inquiry.

When a referral is made to another organisation following the initial interview and assessment, a referral form and a copy of the assessment should be sent to that organisation, with the student's consent.

I learned from experience that I couldn't always put students in the classes they asked for. The first few might have fitted together as a group, but the next few could have started another three different groups. Different students had different goals, different levels of commitment and different educational needs. The initial student interview became crucial for the placement and referral of students. For me as coordinator the interview with students was always demanding because it was here that the personal confronted the educational.

I didn't find it easy to tell someone who has taken a risk and publicly identified a point of vulnerability that I didn't have a suitable class or to try the program around the corner or that I'd put yet another name on the waiting list.

McQueen, J. 1992, 'Developing an interview and placement policy', *Good Practice in Australian Adult Literacy and Basic Education*, No. 17, p. 14.

Suggested Questions for Placement Interviews

The following interview questions and sample information and assessment forms are taken from *An Assessment Guide for Adult Basic Education Programs in Victoria*, Adult, Community and Further Education Board, Melbourne, 1994.

SUGGESTED QUESTIONS FOR PLACEMENT INTERVIEWS

The following eleven categories cover the questions an assessor may ask in a placement interview. Each of these categories has suggested questions for a potential Adult Basic Education student. The assessor will choose the appropriate questions to ask a particular client. The recording form for the interview is a listing of the same eleven categories followed by space to record the client's comments. This format is comprehensive but doesn't use a lot of paper.

The assessor records student background information which will inform a teacher of the needs, concerns, goals, past learning successes and failures, employment record, etc. of a particular client. In this confidential one-to-one interview, an assessor has a valuable opportunity to allay fears, and promote a positive learning environment. Information obtained in this manner can be very beneficial to the classroom teacher in preparing to meet individual student needs.

1. Language Background - For Non-English Speaking Background (NESB) Students

First language? Country of birth? Countries lived in?

Length of time in Australia? Age on arrival? Reason for immigration? - refugee, family reunion, economic reasons, etc.

Language usually spoken at home? in the community?

Other languages spoken? Other languages understood?

English language classes attended - overseas/Australia?

When/how did you learn to speak English? Read/write English?

Experience of reading/writing in first language, level of education in first language?

Any difficulty understanding spoken English when using the phone, on a visit to the doctor, watching T.V., listening to the radio news, in a conversation, or at work?

Any difficulty explaining yourself when _____?

Aspects of spoken English which you want to improve?

Does this student require an ASLPR (Australian Second Language Proficiency Rating) assessment instead of a literacy assessment? (See Appendix Four.)

2. Educational History

Schools attended - type? where? how many? language of instruction?

Age when leaving school? highest year taken? number of years at school?

How did you feel about school? feel about about your achievements at school?

Did you receive any extra or special help with reading/writing/math at school?

Absences from school ... any illnesses that interrupted your schooling?

Medications, eyesight or hearing problems that might have affected learning ability?

What were the best subjects?

What subjects were difficult?

Why did you leave?

Why do you think you had problems with reading/writing /calculating?

Have you spoken to anyone about reading/writing/speaking/maths difficulties?

Any attempts to improve skills since leaving school?

Any post-secondary study/training qualifications?

Any adult education classes - driving lessons, carpentry, keep-fit, ante-natal, craft classes, Bible study, etc.? Did you enjoy them?

3. Employment Background

History of jobs held, length of time for each job, responsibilities (include overseas jobs)?

What were the good aspects of your jobs?

Any literacy/numeracy problems when working in any job?

Current work outside the home (if applicable)?

Describe your job

Is there anything you need to read/write/calculate at work that causes you any problems - time sheets, instructions, forms, regulations, or reports?

Have you been given any training on the job? What sort?

If not employed, are you registered with CES, and how long have you been unemployed?

4. Current Reading, Writing, and Numeracy Tasks

What day-to-day literacy and numeracy tasks do you do in English?
(e.g. reading newspapers - the local paper, the Herald Sun, The Age, reading magazines and books, writing letters, banking, shopping, driving, cooking, travelling, telling the time, etc.)

What would you like to be able to do?

What reading/writing tasks do you do in your first language?

Can you read and write the letters of the English alphabet?

Any difficulties with addition, subtraction, multiplication or division?

Can you use decimals, fractions, percentages and ratios?

What reading/writing/spelling/hand-writing/maths tasks do you avoid?

Self-assessment of reading/writing/maths skills and level of confidence?

Attitude towards reading, writing and maths?

5. Prior Learning and Experience

Things you are good at, skills you have developed?

How did you learn these skills?

Preferred learning style?

6. Learning Goals - Establishing realistic short and long-term goals

Why did you decide to improve your literacy/numeracy skills?

Why now?

Have reading/writing/maths problems ever stopped you from doing something you wanted to do?

What things would you like to learn first? Think back over the last week, what things do you wish you could have read or written better?

What would you like to do when your skills improve? (long-term goals)

What are your expectations about the style of teaching? An opportunity to introduce adult learning principles - informal, friendly, no set exams, on-going assessment, etc.

If you decide to go to a class or work with a tutor, what could interfere or stop you from attending regularly? lack of transport, distance to travel, child-care, other family members, health, job, time constraints, not feeling positive, missing a lesson, etc.

Explore ways to overcome these constraints

7. Education, Training and Employment Goals

What work would you like to do?

What training would it involve?

What other things would you like to learn?

8. Family / Home Situation

Any barriers to studying at home - space/privacy/time/child-care?

Children/partner/parents - supportive or not at this stage?

Any significant changes likely in the family circumstances in the immediate future?
Have any occurred in the recent past?

9. Interests and Hobbies

What do you do for leisure? Involved in any community activities? Belong to any clubs?
Play sport? Home activities?

Do your interests involve any paper work?

Are there any particular books/magazines you would like to be able to read?

What interests would you like to develop?

10. Special Needs or Disabilities that may Affect Learning (where appropriate)

Current eye sight - headaches, blurred vision, difficulty in focussing when moving from
far to near vision?

Hearing problems?

Speech impediments?

Any current medication that could affect learning?

Any past medical situation/illness/periods of stress that could affect learning?

Any special assistance needed?

11. Interviewer's Reflections About the Client (Include quotes, if illuminating)

What appears to be the motivation and commitment of the client?

What would be the best learning environment for this client?

What is the client's self-image or level of self-confidence, e.g. will the client need
considerable encouragement?

Has he/she had experience as an independent learner in other contexts?

Handling Clients from CES

For DEET assessments, it has been standard practice to use the Interim Literacy Course Matrix (ILCM). While the ILCM is still in use for clients referred by the CES, there is a development which may see it superseded. Trials have taken place in 1994-5 of a matrix based on the ACTRAC *National Framework of Adult English Language, Literacy and Numeracy Competence* and related documents.

Interim Literacy Course Matrix (ILCM)

Courses at this level will assist participants to develop skills related to tasks & texts which are:	TAFE and adult community education providers	Labour market programs (Special Intervention Program)	Labour market programs (Special Intervention/ JOBTRAIN
abstract and non-personal in unfamiliar contexts (4)	4.1	4.2	4.3
partly abstract and non-personal in less familiar contexts (3)	3.1	3.2	3.3
personal and concrete but complex and in less familiar contexts (2)	2.1	2.2	2.3
concrete, personal and dependent on familiar contexts (1)	1.1	1.2	1.3
Focus of Courses	Primarily literacy focus (1)	Mixed vocational and literacy focus (2)	Vocational focus and optional literacy support (3)

Pathways

The interview should not be seen in isolation. It is one stage in the referral and placement process. Designing learning pathways begins at the first contact with the coordinator or other staff member. Considering pathways for the 1:1 student is also part of the volunteer tutor's responsibilities towards the student.

Pathways:

- are the linkages between current and future classes, programs, referrals and outcomes.
- should be discussed by the assessor with each student
- enable students to view what is needed to reach the goals they have set themselves
- may follow a great variety of tracks through available education and/or life programs:
 - further general education for adults, e.g. small literacy group
 - vocational courses, e.g. trade or other certificate course
 - industry-based courses
 - self-development courses
 - open learning
 - gaining employment.

Pathways are valuable for:

- helping students achieve their goals
- preventing students being bogged down in 1:1 provision
- guiding students to revise their goals periodically.

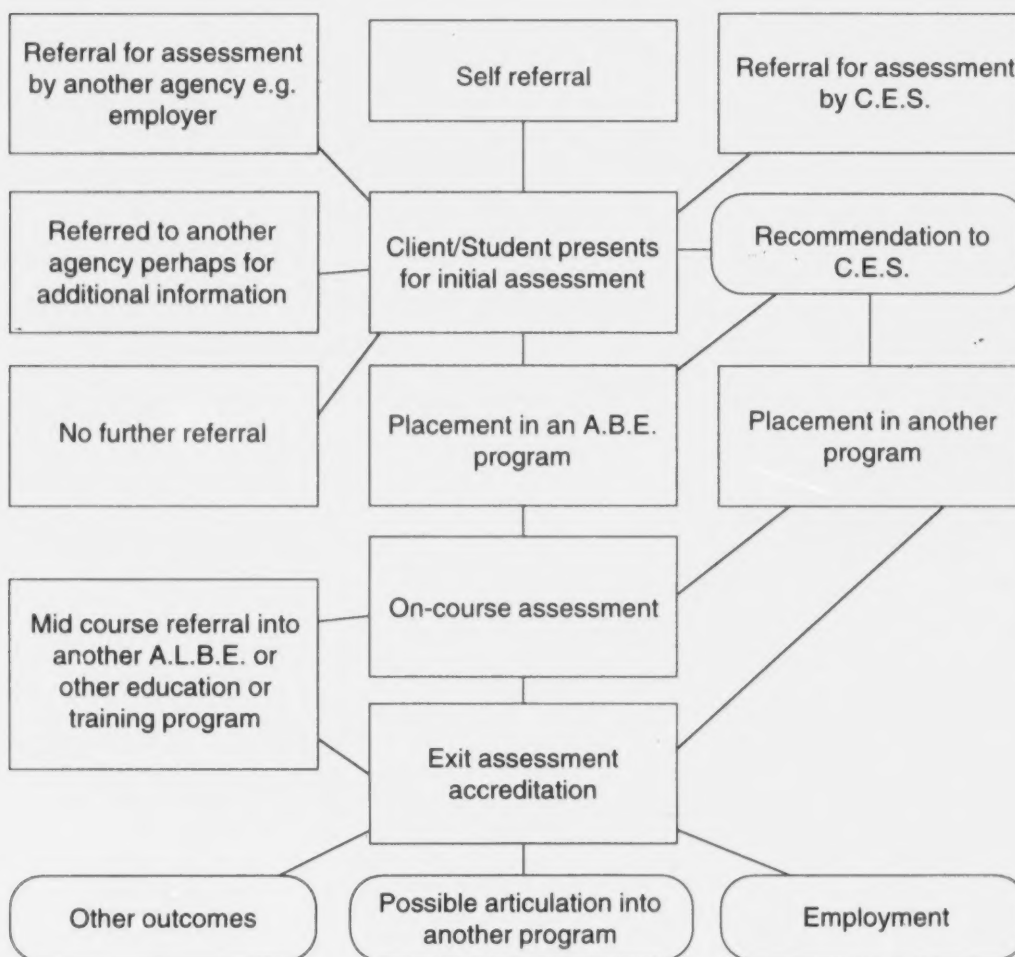
Moving Students On

The starting point of working with a literacy student is easy to identify. Knowing when to finish is not as simple. Students need time to learn at their own pace but they also need time to be encouraged to move on to other learning situations if the signs show that they could cope with other things. Encouraging tutors to 'finish properly' with their student is just as important as starting with their new student. The tutor might feel that they have reached a plateau in their working together. It might be time for a student to have a change, to work with another tutor, or in a group in the same literacy program, or at a T.A.F.E. Sometimes the student decides that a change is necessary and raises

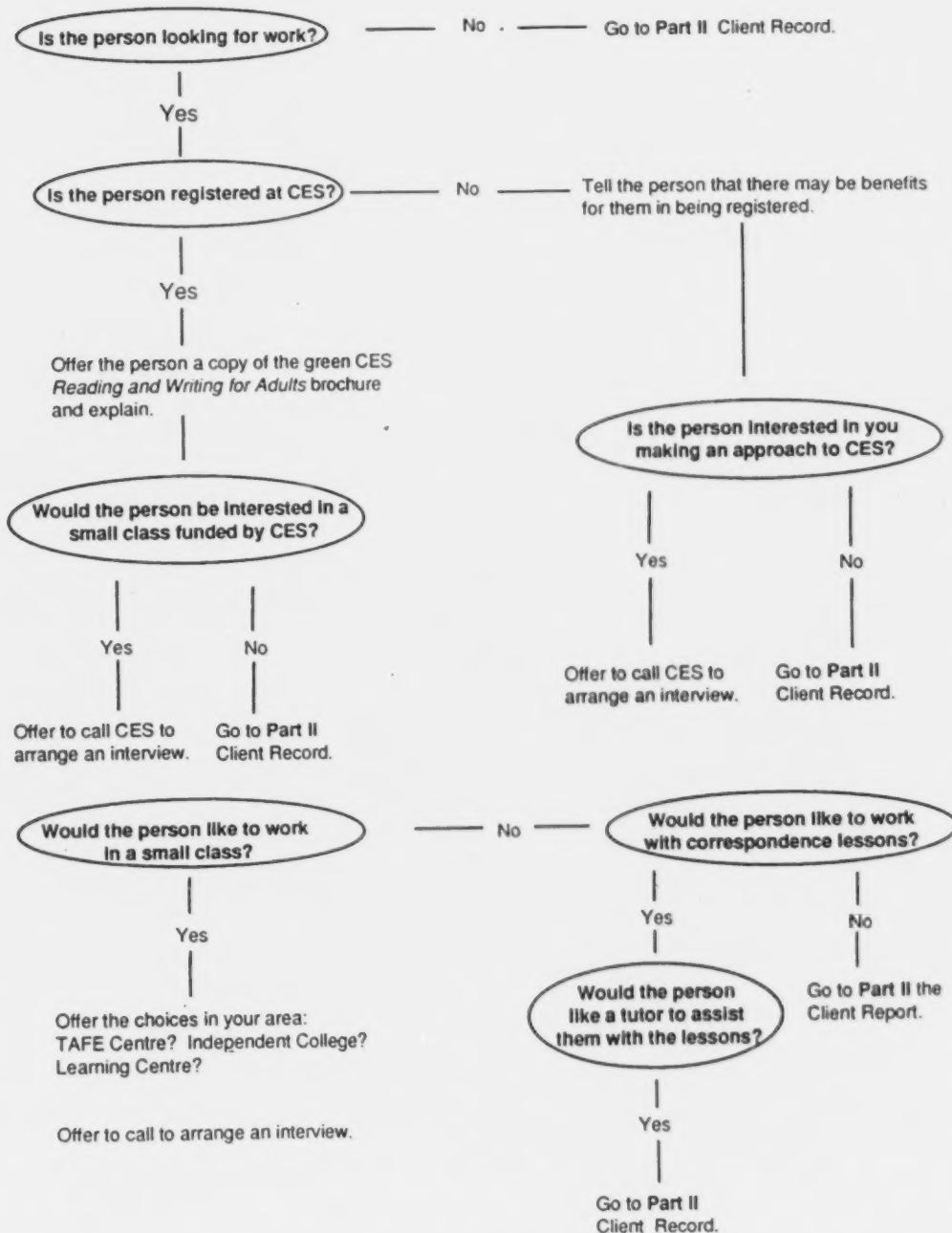
the issue with the tutor. Occasionally the tutor feels that a change would be better for the student and suggests this to the co-ordinator. If there has been an open learning situation, where discussions between tutor and student include discussions about 'achieving goals' and 'making progress', then talking about 'moving on' will become part of those on-going discussions. Campbell, 1991, p. 25.

Pathway Models for Literacy Students

The first model illustrates a referral/placement pathway— from Purdey, M. 1992, *Assessment, Referral and Placement Kit for ALBE Programs in Victoria*, ACFEB, Melbourne.



In the second diagram the learning pathway provides a CES focus. It is adapted from Adult Literacy Services Bureau 1993, *Coordinator's Handbook*, WA.



Pathways for Tutors

Pathways also exist for volunteer and paid tutors. Once the goals of the tutor are made known, a relevant pathway can be mapped. These pathways should be recognised by literacy coordinators, management and professional support agencies. Tutors should also have access to relevant professional development activities and support to attend them. (See segment on Professional Development in this section.)

Most people become literacy tutors through contact with an adult literacy program, where people go through a period of training to become volunteer tutors. Some people find after they have done the training that being a literacy tutor is not what they want. Others, however, find that they...want to put their new learning into practice with a student. Barbara Leahy's statement at the beginning of this book illustrates well how captivated by issues of literacy education a person can become. Barbara did not have teacher training, but she loved reading, she enjoyed writing and she had a general fascination with language. She communicated well with people and was a good listener. Barbara's involvement in literacy followed the course that others have followed. She trained as a volunteer tutor and worked one-to-one with many students. She worked as a volunteer tutor in a group situation and then herself became a sessional tutor. She also worked for several years as a part-time paid coordinator in a community-based adult literacy program.

Campbell, 1991, p. 118.

Exit Procedures

- Students exiting from the course and/or organisation, may receive a document, e.g.
 - statement of attendance, or local college reference
 - Statement of Attainment or Certificate for completing accredited courses.
- Student outcomes (course completion forms) are usually required by funding bodies, so it is important to keep records of students completing courses.
- Some organisations contact students after they leave to check longer term outcomes.
- Course evaluation forms for students to complete may also be required. (These can be sent to students some time after they leave a course to allow them time for reflection.)
- Organised course reunions may also be held.

Finance and Accountability

Financial accountability is ultimately the responsibility of the management.

- In a community venue the treasurer will be the main financial record-keeper and one of the signatories for a community provider's cheque books.
- In TAFE, responsibility is hierarchical so the duties of staff and processes regarding financial matters must be made clear to all levels of workers.

The literacy coordinator may have active and direct involvement in the spending of funds depending on management policy.

- Sound financial management allows the program to make the most of the budget.
- Accountability for the use of funds is vital
 - in planning for future programs and
 - for achieving ongoing credibility from funding bodies.
- Funding bodies usually set out the accounting requirements to be followed.
- Staff involved with financial planning and funding accountability need to ensure their procedures and practices are stated and well known to others within the organisation.
- Depending on funding guidelines, voluntary tutors may be able to claim such items as
 - travel
 - telephone
 - postage and
 - photocopying.

Bookkeeping

Careful documenting of financial records from year to year is essential in developing and maintaining both individual programs and the organisation as a whole.

Useful records include:

- a carbon duplicate receipt book
- a bank deposit book
- a cheque book
- receipt statements or dockets
- a register of members handling finance
- a petty cash book
- wages records.

Items for record-keeping include:

- wages, insurance, superannuation, workcover
- travel
- resources
- training of volunteer tutors
- advertising
- postage
- telephone, fax
- stationery
- photocopying.

Adapted from South Australian Consortium 1992, pp. 33-37.

Funding Submissions

Funding agencies require a submission for funding. Most of them supply guidelines and an outline of the information needed in the submission. These may vary from year to year, and may differ greatly from one funding body to another.

Calls for applications for grants are generally advertised in newspapers, and a *Directory of Philanthropic Trusts* may be useful. Networking will help the coordinator to hear of available grants and get assistance with preparing funding submissions. (See segment of Section 2.4 on Networking.)

You will need to provide evidence that no other agency in the area can provide the same service as yours, or that there are insufficient programs to meet the demand. You will also need to demonstrate that your proposed activity fits into the plans for language and literacy provision in your region, and that there will be effective referral and liaison between your agency and other providers. You will also need to provide a budget. Therefore, you will need some idea of the cost of gas, electricity, telephone installation and calls, materials, equipment and wages. Other established centres/houses can be very useful with giving you an idea of these costs.

South Australian Consortium 1992, p. 37.

Other means of funding volunteer literacy programs include:

- working with other organisations to share or borrow resources such as venue space, materials and equipment, and tutor training, e.g. TAFE colleges, libraries, Skillshare.
- networking with local service clubs for resources and/or funding which helps foster strong local community links;
- collecting fees from students, holding fund raising activities and seeking donations to finance some areas of the program not covered in funding submissions or by grants.

Accountability Statements

It is the responsibility of management to ensure all accountability statements have been correctly completed. The literacy coordinator has a major role in this documentation. In order to complete an accountability statement satisfactorily it is essential that all records have been correctly established and maintained.

Financial accountability statements for the use and expenditure of allocated funds are required by all funding bodies. Similar to the funding submissions themselves, accountability statements

- often come with guidelines
- change from year to year and
- vary depending on the funding body.

Quality Assurance

Quality Assurance Audits

Quality assurance audits are now the norm in TAFE colleges. Community providers, often in conjunction with their funding bodies, are developing formal agreements that determine the criteria of quality programs, services and operations.

In many adult literacy programs, criteria have been designed to assess:

- a program's goals and principles
- staff and teaching methods
- outcomes and organisational procedures.

Quality Assurance Criteria

Below is a sample of quality assurance criteria from *Strategic Framework for the Implementation of Community-Based Language and Literacy Programs in South Australia 1994 to 1997*, (draft), ACE Unit, SA, 1994, p. 4.

This Strategic Framework recognises that learners have the right to expect quality program provision. It also recognises that the achievement of quality is not a static process, but one which is dynamic and characterised by continuous improvement activities. To ensure quality, the following criteria have been developed...

A quality language and/or literacy program:

- has clearly written goals and a set of underlying principles which it follows and shares with the people involved in the program
- has well trained educators
- uses a variety of approaches and methods which are learner centred e.g. 1:1, small group, whole group, flexible delivery. It supports learners to participate individually and collectively in order to take control of adult learning.
- respects differences and has structures and supports in place to increase access and equitable outcomes for learners
- has the referral links it needs to help learners move successfully from one educational program to another
- incorporates on-going evaluation of the learner's progress and of the program
- uses a wide variety of learning materials which are consistent with program principles and goals
- uses positive, effective and targeted outreach strategies to attract learners
- can specify and document the outcomes it expects to achieve and the extent to which it meets its outcomes
- is accountable to its learners, sponsoring organisation, partners, community and funding bodies
- offers a minimum of 4 hours of instruction to learners with educators or tutors per week
- has a learner/instructor ratio appropriate to learners' needs, levels and mode of instruction.

Statistical returns

These returns are required by most funding bodies. They document:

- the category of the course(s)
- data on classes, e.g. sizes
- individual student data.

It is important to have a thorough knowledge of these requirements when establishing a program and interviewing students for new courses so that the right information can be collected. Record keeping should be organised to correspond with statistical requirements.

Venues and Resources

Venues

Venues in which volunteer literacy tutoring may be conducted vary greatly depending on

- the nature and needs of the program
- the availability of suitable venues and
- any specific requirements the 1:1 pair may have.

(Different types of venues are listed in Section 2.1—Program Characteristics.)

The location for a volunteer pair requires

- minimum disturbance and outside noise
- comfortable chairs and a desk or table.

Always ask each member of the pair if the venue is suitable, as often small adjustments can be made to meet specific needs. If the venue is really unsuitable, alternative arrangements should be made by the coordinator in consultation with both the student and the tutor.

Depending on state and community policy, literacy programs may have their own preferred venues for 1:1 pairs, e.g. NSW TAFE has specific guidelines. Coordinators need to be familiar with organisation guidelines and practices in such matters.

Resources

Resources required to establish and maintain a 1:1 literacy program are:

- tutor training materials (See **Section 3.3.**)
- adult literacy curriculum materials
- tutor resources
- office supplies and equipment

Many guidelines are now being written on selecting texts for assessments and for course curriculum guides so that the best resources are used. Points to keep in mind when choosing resources include:

- adult contexts
- authenticity
- range – breadth and variety
- usefulness, e.g. cookbook, car manual, atlas
- inclusiveness.

Resources may be bought, borrowed, made and shared. Access to materials and equipment may be through larger literacy programs, TAFE colleges and public libraries.

(See the segment in this section, **Finance and Accountability**, on funding options for acquiring resources.)

For advice on resourcing a volunteer literacy program refer to

- **Appendix F: Professional Support Agencies**
- **Appendix G: Bookshops and Suppliers of Resource Materials.**

Helpful resources include:

ARIS Bulletin (with a regular resources section)

Cameron, J. (ed.) 1990, *The Resources Book for New Workers in Adult Literacy*, DEET.

Osmond, P., Barin, L. & Partlin, J. 1990, *Adult Basic Education Assessment Resources: Literacy and Numeracy*, DEET.

2.5 Program Development

In order to establish and maintain a volunteer tutor program these areas must be covered:

- identifying needs
- program objectives
- assessment and evaluation
- record keeping.

Identifying Needs

- The first stage of program development is identifying the needs of the local community.
- This is essential for developing a program that avoids duplicating existing services.
- Personal contact helps and at the end of the visits you will have a more thorough knowledge of local venues and resources.
- To see if a volunteer program should be established
 - approach all relevant organisations
 - always leave a contact name and number.
 - remember that a phone call will have more impact than a letter or fax, if you cannot visit in person.
- Keep a record of names, numbers and addresses after the initial contact.
- Document all possible ideas for your program, including:
 - use of venue
 - resources and equipment required
 - where these could be obtained
 - possible funding sources
 - organisations and agencies for
 - recruiting tutors
 - locating students
 - referring students.

By this process you will be identifying all community support services.

Program Objectives

- Program objectives should address the needs identified.
- Objectives need to be written for:
 - the organisation
 - the volunteer tutor training program
 - the volunteer literacy program.
- Examples of objectives for volunteer literacy programs may be:
 - 'to provide opportunities for adults to improve their literacy skills'
 - 'to ensure that adequate recruitment and training processes are developed and implemented for volunteer tutors in adult literacy'.
- A course outline will then be developed to meet the objectives for the voluntary tutor training program. The course outline should include background information such as:
 - contexts that reflect the local community
 - an understanding of where the program is situated on a regional, state and national level.
- The curriculum for the course should
 - be competency based and
 - follow recent developments in the theory and teaching of adult literacy.

Assessment and Evaluation

To me the success of the organisation of our program is shown by the degree to which students become actively involved with literacy and are able to make suggestions for improvements.

Barry, B. 1990, 'Organising for diversity', *Good Practice in Australian Adult Literacy and Basic Education*, No. 8, pp. 2.

Good Practice in Evaluation

Program evaluation is the process of determining effectiveness. Evaluation implies that decisions for improvement will then be made in terms of planning. Evaluation processes can be used within the volunteer tutor training sessions, and in the program as a whole.

- Evaluation procedures should be established to ensure that the organisation identifies its participants' needs and allows for appropriate changes to be made.
- All participants should have the opportunity to be involved in evaluation procedures.

Types of Evaluation

Evaluations can be quantitative, e.g. listing the numbers of student contact hours and expenditure of funds. Accountability statements follow this method of evaluation.

(See the segment in Section 2.4 on Finance and Accountability.)

Qualitative evaluations usually occur in adult literacy work when personnel and students discuss any aspect of the literacy program.

Evaluating Tutor Training

Tutor training sessions require ongoing evaluation in order to be meaningful for particular groups and individuals, and to incorporate recent developments in ALBE. Open ended evaluation allows course participants a wide range of comment.

The example below evaluates a volunteer tutor training course and comes from *The Delivery and Management of Adult Literacy and English Language Programs*, p. 92.

Open-Ended Evaluation and Future Directions

1. What did you find the most useful session/s?

2. What session/s need further work?

3. What suggestions can you make to be followed up?

- next week _____

- this year _____

Any other comments?

Good Practice in Evaluating 1:1 Pairs

- To evaluate the working of a 1:1 pair, it is important to have discussions with both the student and the tutor together, and individually. This will develop equality in the relationship and allow for a more open and honest discussion.
- Qualitative evaluations can also be documented by tutor, student, coordinator and management.
- Thorough and well-documented evaluations are essential in maintaining a quality program. They can be used to:
 - improve the program
 - provide information to the funding body
 - promote the program within the local community.

Record Keeping

Assessment documents and record-keeping vary widely from one program to another.

- Organisations should develop documentation and record-keeping systems that reflect the nature of their individual volunteer tutor program.
- Documentation and record keeping may also need to meet the guidelines and requirements of:
 - funding bodies
 - the organisation
 - accredited adult literacy courses
 - moderation practices

Educational Records

Ongoing feedback from students and tutors about their progress is essential for:

- evaluating the literacy program as a whole
- evaluating the progress of volunteer pairs
- determining if the students are achieving set goals
- determining if adequate support is being given to the students.
- determining if adequate support is being given to the tutor
- ensuring continuity and
- noting changes of tutors
- informing a new coordinator (when there is a change of personnel).

There are a number of suggested systems in use:

- 1 Diary kept by student. (See Example 1.)
- 2 Regular progress sheets sent by student to literacy coordinator (see Example 2) and student self-assessment (see Example 3).
- 3 Regular profile sheets completed by tutor; sent to literacy coordinator (example 4.)
- 4 Exercise book kept by student and/or tutor outlining progress.
- 5 Regular phone calls or meetings between student/tutor (together or individually) and the coordinator, well documented.
- 6 Volunteer tutors and students may also develop their own system of goal setting and record keeping based on mind maps.

Example 1:

This **student diary** is adapted from *Assessment, Referral and Placement Kit for ALBE Programs in Victoria*, ACFEB, p. 50.

STUDENT DIARY

WORK DONE

Date: 1 May

Local History Theme:

Using library to find books about this area.

Working in small group to decide on topics to follow up.

Write letter to local history society.

COMMENTS

Enjoyed library visit.

Found out a lot about using reference library.

Will work on 'industry' in the area.

Letter difficult - only got as far as a draft.

Finish next week. Spelling!! (used dictionary)

Will go to library myself at weekend.

Example 2:

This **individual student learning plan** is adapted from *The Management and Delivery of Community Based Adult Literacy and English Language Programs*, p. 90.

STUDENT'S PERSONAL TERM REPORT

Name _____ Term _____ 19 _____

My main goals for this term

Reading

Writing

Spelling

Numeracy

Other

Complete this section at end of term.

Goals: I achieved all/most/some/none of my goals this term.

What things do you need to work on next term?

Example 3:

This **student self-assessment form** is adapted from *An Assessment Guide for Adult Basic Education Programs in Victoria*, p. 201.

STUDENT ASSESSMENT: HOW AM I GOING?

Name _____ Date _____

Please complete these sentences.

1. I have learned _____

2. I have improved my _____

3. I can now _____

4. I would like to do more work on _____

5. What I found most useful was _____

6. I think I could have done better if _____

Example 4:

This **teacher profile sheet** is adapted from Purdey, M. 1992, *Assessment, Referral and Placement Kit for ALBE Programs in Victoria*, p. 54.

This profile gives students an 'at a glance' idea of their progress.

- The goals column is for the main aim or literacy task, e.g. writing letters or notes, reading a newspaper, etc.
- The skills column is for a breakdown of the larger 'goals' into achievable, separate skills and sub-skills, e.g. find the headlines, find the key words, etc.
- The progress column can be a series of ticks marking the rate of increased skill and the final column is self-explanatory. The students themselves can record their progress in each of the skills by ticks. Each tick records a significant change in proficiency and confidence, e.g. from 'beginning to 'developing.

GOALS	SUB-SKILLS or ELEMENTS	PROGRESS	HOW WELL AM I DOING?
WRITING PERSONAL LETTERS and SHORT BUSINESS LETTERS	Choosing a style Punctuation Spelling and dictionary use Putting down ideas, arguments Expressing feelings Using the right layout		<i>Short notes and letter to friends</i> <i>—much better</i>

It is likely that no single approach to assessment, and certainly no single measure, would be capable of capturing the repertoire of abilities and strategies that an individual needs to carry out a variety of tasks. For this reason, the most accurate portrait of learner achievement may be gained by drawing on various approaches to assessment and using multiple assessment methods.

Lytle, S. & Wolfe, M. 1989, *Language and Literacy Issues in Competency-Based Assessment*, p. 39.

Checklist of Ways of Recording Assessment

Below is a further list of suggestions adapted from Lyons, S. *An Assessment Guide for Adult Basic Education Programs in Victoria*, p. 199.

- a. Student self-assessment
 - Student Self-Assessment Form – for individual students and groups of students
 - Writing – Revising a First Draft – for individual students at Levels Two, Three or Four
 - Student's Self-Assessment Sheet: Reading and Writing Skills – written for students to help them understand the work and to recognise their progress
- b. Teacher observations – check list
- c. Goal setting
- d. Negotiated learning agreements – contracts
- e. Reflective work journals
 - I have learnt . . .
 - Now I can use this when . . .
 - Things I need to go over again . . .
 - How I felt about today's work . . .
- f. Private dialogue journals – letters between teacher/tutor and student for sharing and supporting
- g. Interviews between an individual student and teacher – both on-going and exit
- h. Contributions to student magazines
- i. Student profiles

REFLECTIONS

- 1 How has your reading of the chapter developed your understanding of program management?**
- 2 Which areas of program management can be formulated and implemented by you as coordinator/program manager?**
- 3 Which areas require assistance from management committees/staff?**
- 4 Which areas need policy direction before development and application?**
- 5 What management areas do you need to develop further for your program?**

Section

3

**WORKING
WITH
VOLUNTEER
TUTORS**

Introduction

This section is a guide to the issues which may be raised in adult literacy programs where volunteer tutors are used.

In this section you will find:

- 3.1 Policies and Practices for Volunteers
- 3.2 Recruitment, Selection and Training of Volunteer Tutors
- 3.3 Tutor Training Programs
- 3.4 Ongoing Training, Support and Evaluation

3.1 Policies and Practices for Volunteers

Partners in Learning

If a tutor can make the shift from thinking of [herself/himself] as the one who has all the knowledge to seeing [herself/himself] as a partner in a learning relationship, then the tutoring becomes a learning process for both people. Learning then takes place in a reciprocal relationship where both partners develop new ideas together and undergo change as a result . . . When a tutor starts to think of [herself/himself] as a learner too, acknowledging the wealth of life experience that a student brings to the learning situation, then both become partners in learning.

Campbell, 1991, p. 106.

Need for Policy

Research and debate concerning the underlying philosophies and values of the use of volunteers in adult literacy will continue and it is important that the issues raised be discussed and debated rather than hidden. In programs where volunteer tutoring in a 1:1 setting is still accepted the development of policy in relation to volunteers is fundamental. The first step is to establish definitions.

Some valuable work has already been done, for example in Western Australia.

Who are the volunteers and what is their role?

A volunteer is someone who, of their own free will, chooses to undertake specified work within an organisation without payment, for the benefit of the community, themselves and the organisation.

This definition recognises that volunteers participate:

- of their own free will
- without financial reward
- by undertaking clearly established and ongoing tasks
- in the delivery of agencies' programmed services
- in order to satisfy various personal and community needs.

Volunteers do not substitute for paid employees: the role of the volunteer complements that of paid staff members, both in the management of programs and by enhancing the quality of service provision. The roles and responsibilities of paid staff and of volunteer staff must be clearly defined. This avoids confusion and facilitates understanding and support within the volunteer and paid staff team.

DEVET 1993, *Coordinator's Handbook*, WA.

Rights and responsibilities

Organisations which employ volunteers in their literacy programs should have published policy guidelines. Each state has a Volunteer Centre which will provide guidelines relating to the rights and responsibilities of volunteers across all fields. (A list of contacts can be found in Appendix A.)

A literacy program should formulate policy specifically relating to the volunteer literacy tutor's role. (See example, Appendix D.)

Depending on the size and scope of the individual program, relationships with management and paid staff, and industrial issues, may need to be considered as well as the rights and responsibilities of volunteers.

A helpful resource is Curtis, M. & Noble, J. 1991, *Volunteer Management, A Resource Manual*, published by the Volunteer Centre of South Australia.

Information Flow

Appropriate and adequate information about the literacy program and the role of volunteers should be readily available to prospective tutors at all stages, from the initial advertising of the program to the post training interview and matching with a student. Having the information available will minimise problems arising due to unrealistic expectations of volunteer tutors, or of program coordinators.

3.2 Recruitment, Selection and Training of Volunteer Tutors

Recruitment of Tutors

Advertising and publicity materials should clearly state the educational objectives of the program and describe its operation. As well as attracting potential tutors this publicity may help to raise public awareness of adult literacy provision, promoting an understanding of its purposes and goals.

Advertisements for volunteer tutors need not be as detailed as those for paid positions but should outline:

- the nature of the work
- particular skills, knowledge or experience required
- the time commitment involved
- expectations relating to training
- benefits and privileges available to volunteers
- application procedures.

*Adapted from Management Improvement: Guidelines for the
Use of Volunteers in Public Sector Agencies,
Public Sector Management Office, WA.*

Orientation of Volunteers to Adult Literacy

- The first steps in the orientation of new tutors to adult literacy are:
 - to provide written background information to prospective tutors and
 - to hold group information sessions.
- It is as important for the tutor to know about the program as it is for the program to know about the tutor.

Background Information

INFORMATION TO BE PROVIDED TO PROSPECTIVE TUTORS

- Details of the community provider or TAFE college which hosts the adult literacy program and of the management and operation of the program itself.

This could include:

- its aims, objectives and a brief history
- current numbers of students
- current staff—voluntary and paid.

- Resource materials that are used.

This will give prospective tutors an idea of the scope of adult literacy, the role of volunteer tutors and their relationship with the students. Examples include:

- Campbell, B. 1991, *More Than Life Itself*,
- Osmond, P. 1984, *So You Want to Teach an Adult to Read...?*,
- short videos such as *Solid Ground*
- videos from the 1994 ABC series, *The Reading Writing Roadshow*
- the video from the *Adult Literacy Tutor Training Kit* (WA).

- A task outline or statement of tutor's responsibilities.

This should explain:

- the tutor's role
- requirements of the position in terms of training and accountability
- available support and resources.

(See Section 2.4 – Program Management, for the literacy coordinator's role.

See also examples of a tutor's task outline in Appendix C.)

PURPOSE OF GROUP INFORMATION SESSION

The group information session provides the opportunity to:

- discuss the importance of prior experience that both tutor and student bring to the situation
- outline the tutor's role in supporting the student's learning
- introduce the idea of tutor as learner
- give information on possible learning pathways for tutors
- answer queries regarding the day-to-day operation of the program
- clarify the expectations of potential tutors

- increase community awareness of the literacy program by
 - raising consciousness of adult literacy issues
 - describing difficulties faced by adults with inadequate literacy
 - providing information about what the program offers.

Selection of Tutors

The selection of tutors is a careful process taken over time, from the initial enquiry to the conclusion of training and eventual matching of a tutor with a student.

Getting to Know Tutors

- Obtain background information about prospective tutors by asking them to complete a Tutor Application Form. (See example, Appendix E.)
- Wherever possible an initial interview with the program coordinator should be scheduled.
- The initial interview is a time for information exchange
 - It is vital that effective communication is established at the outset.
 - The coordinator needs to find out about the learning and experience of the tutor.
 - The coordinator also needs to see if the tutor has realistic expectations and goals.
 - If not, it is an opportunity to clear up misconceptions.

Changing Tutors' Goals

- During tutor training, time should be set aside for tutors to reflect on the course, and their capacity to perform the role of a volunteer literacy tutor.
- At any point either during or at the completion of training the tutor may decide not to continue.
- The coordinator may redirect tutors to other volunteer tasks in the literacy program
 - to assist with the distribution of publicity material
 - to act as librarian for the resource collection
 - to seek other volunteer service options within the community.

Matching Tutors with Students after the Training

- If the coordinator is not directly involved in the tutor training, a post-training interview may be necessary before the coordinator can match the tutor with a student.
- An essential element of the success of a literacy program is this matching because
 - the students' time
 - location
 - learning needs
 - previous historiesmay not fit in with the tutors' profiles.
- Tutors need to be aware that the key issue is a productive match and therefore newly trained tutors are not necessarily matched with students immediately.
- The completion of tutor training does not guarantee a tutor a place in a program.

Difficulties in Matching Pairs

If the coordinator has concerns about the tutor's suitability, honest feedback needs to be given. The coordinator may feel that certain tutors have further learning needs and ask them to

- work with an experienced tutor for a period
- attend other training, for example, in self esteem or communication skills.

It is difficult to judge whether a person is a suitable tutor until matched with a student.

- In most cases a suitable match is possible.
- However, some tutors will never be able to be matched with a student.

This is a sensitive situation to handle and familiarity with the strategies involved in staff management will be useful.

(See Section 2.1 – Volunteer Tutor Programs and the segment in Section 2.4 on Staffing.)

3.3 Tutor Training Programs

The [tutor] training aims to take new tutors through a learning process that will require them to think about their expectations of being a literacy tutor, and to encourage them to think about themselves as readers and writers and as adult learners. On completion of the training many new tutors see the process as important for their own learning and self-development. The real challenge for new tutors is how to take what they have learnt and use it creatively to work with a student.

Campbell, 1991, p. 21.

The tutor training program should:

- adhere to the underlying principles of adult literacy (as set out in Section 1.3)
- model the tutor/student teaching and learning process
- recognise the prior learning and experience of trainee tutors
- be explicit about the learning outcomes which tutors should demonstrate at the completion of their training
- involve participants in evaluation as a central part of program planning
- lead to participation in further professional development and training in adult literacy.

On successful completion, tutors should be given a certificate or a statement of attendance and participation, or an award if it is an accredited course.

Organisation and Delivery of Tutor Training Programs

Tutor training programs are usually delivered face to face but flexible modes of delivery are appropriate where distance or other factors create a barrier.

Face-to-face tutor training

Face-to-face tutor training programs vary in hours and structure.

- The average duration is 16–20 hours.
- Two models of delivery are three daily sessions of six hours' duration or nine, two-hour weekday or evening sessions.
- The suggested number of participants is between 5 and 20.
- Team teaching is a common feature of many tutor training programs, especially when participant numbers are high.

The program may give trainee tutors opportunities to visit an adult literacy class or classes, as observers. They will also benefit from having experienced tutors and adult literacy students participating in a discussion or forum during a training session.

The venue for tutor training will depend on the size of the group, but it is important to have a large enough room to allow for small group as well as whole group activities.

Other resources needed are:

- whiteboard/blackboard
- overhead projector,
- TV/video
- access to a photocopier
- kitchen facilities.

Flexible Delivery

- The flexible delivery of tutor training programs is an option for those who cannot get to face-to-face training.
- Self-paced kits such as the
 - *Gippsland Distance Literacy Project Tutor Training Kit*
 - *Western Australian Distance Tutor Training Kit*have been designed for distance delivery.
- As well as completing written tasks trainees may have regular tele-conferences with other trainees and a tutor training educator.

Helpful resources are *Good Practice in Australian Adult Literacy and Basic Education*, No. 4, pp. 4-6 and No. 9, p. 9.

3.4 Ongoing Training, Support and Evaluation

The volunteers will feel more confident when support, supervision and recognition are constant and adequate, and the agency will benefit from a skilled team working effectively together.

Curtis, M. and Noble, J. 1993, *Volunteer Management: A resource manual*, Volunteer Centre of SA, p. 12.

The quality of provision within a volunteer literacy program will depend in part on how effectively the tutors are supported in their work and whether they have access to ongoing professional development programs which are adequately resourced.

After they complete their initial training program, tutors usually have a requirement

- to participate in further training and
- to maintain communication with the coordinator for educational support.

They could be required to enter into a contract which specifies their commitments, e.g:

- attendance at regular tutor meetings
- a specified number of professional development workshops per year
- regular reporting of student progress to the coordinator.

Individual Tutor, Student, Coordinator Contact

Personal Interaction

The coordinator needs to make contact with both the tutor and student soon after the initial matching, to check compatibility.

- The student should then be contacted by the coordinator at regular intervals for review, since 1:1 tuition can be a stepping stone to other educational programs.
- Coordinators and tutors should maintain regular verbal contact.
- Tutors should be encouraged to contact the coordinator if they have any problems.
- Tutors should submit regular written reports to the coordinator to provide helpful informal feedback on student progress.

Peer support

Partnerships between new and experienced tutors can be a valuable support.

- A new tutor may be able to observe the work of an established 1:1 pair.
- Regular tutor meetings help networking and peer support.
- Most 1:1 tutors work in an isolated teaching/learning situation so this collegiate support is very important.

Resources

- Tutors and students should have ready access to an up-to-date collection of resources
 - print based
 - audio-visual
 - computer-based.
- Current adult basic education journals should be available. (See **Bibliography.**)
- Resources should be suitable for tutors to use
 - with their students
 - for their own development.

Newsletters

A local or regional newsletter can give information about forthcoming meetings, professional development activities and generally keep tutors up to date. Newsletters can also publish writings by tutors and students.

Professional Development

- Professional development for all paid and voluntary staff, and committee members or organisational representatives, is essential in a well managed organisation.
- All staff, no matter what role they have undertaken or whether they are paid or voluntary, should have access to support and training relevant to their work.

A good analysis of professional development issues is found in Marion Shaw's article, 'Professional development at college level', *Good Practice in Australian Adult Literacy and Basic Education*, No. 9, September 1990, p. 10.

National Program Development

The National Staff Development Committee's document, *A National Framework for Professional Development of Adult Literacy and Basic Education Personnel*, 1994, outlines principles, aims and objectives for ALBE professional development.

Under the framework the following programs have been published:

- *Inservice Program for ALBE Personnel*
 - Module 1: Assessment, Placement and Referral
 - Module 2: Developing ALBE Learning Programs
 - Module 3: Managing an ALBE Learning Environment
 - Module 4: Linking Theory and Practice
 - Module 5: Language in ALBE Teaching and Learning
 - Module 6: Using Technology
- *Induction Program for ALBE Personnel*
- *Workplace Orientation for ALBE Personnel*
- *Developing Competency Based Curriculum in ALBE*
- *Working with NESB Learners in ALBE*

NSDC programs in preparation cover the following areas:

- Working with Aboriginal and Torres Strait Islander Learners in ALBE
- Adult Numeracy Teaching (a companion course to *Adult Literacy Teaching*)
- Adult Literacy Teaching—flexible delivery modes
- Working with ALBE Learners in Labour Market Programs
- Evaluation in ALBE
- Integrating the Development of Language, Literacy and Numeracy Competence into Vocational Education and Training

Two further programs are in the planning stage:

- Workplace Literacy in Action
- National Reporting System for Adult English Language, Literacy and Numeracy.

Professional Development Provision

Professional development in the adult literacy field is organised by both government and non-government bodies and it is important to tap into organisations or groups providing services from which your organisation could benefit.

A model of professional development which assists tutors to reflect on their own learning will have the tutor at the centre of the model. Just as it is important to understand the context of each literacy student to make learning meaningful, so too is this understanding of the tutor's context equally important.

Northcote Library Adult Literacy and Basic Education Program, 1991,
No Going Backwards, Northcote, Vic., p. 66.

Organisations supporting adult literacy tutors provide the following:

- information on membership of professional organisations
- access to professional publications/articles
- information concerning relevant training activities
- information on professional development programs and conferences
- in-house or regional newsletters
- regular in-house meetings
- knowledge of organisational structures and duties
- current resources, ranging from theoretical texts to support notes relevant to curriculum delivered
- general availability of coordinator or other support staff when needed.

A recent study found ALBE personnel were keen for involvement in professional development.

Experienced teachers attend conferences and seminars when possible and many mention wanting to do further study in the field. These teachers frequently give professional development workshops for their peers... Teachers in isolated areas are very much aware of difficulties in accessing professional development and take advantage of an opportunity when it presents.

Less experienced (and some part-time) teachers do not give presentations but attend self-funded seminars, conferences and workshops for their own professional development when possible.

All teachers place great value on informal networks of practitioners and say they learn a lot from others. They are also willing to share resources and ideas.

A high proportion of teachers observed and interviewed belong to professional associations, some as office bearers. They read professional publications and some contribute to these.

Scheeres et al., 1993, p. 55.

Range of Programs

Recording each tutor's past training and experience can assist with information sharing and assessing future training needs.

- These needs may be met by a wide variety of programs:
 - specific adult literacy professional development, such as TNSDC courses,
 - self development areas such as stress/time management and body language,
 - conflict resolution and managing people.
- Staff in management positions and members of committees of management may also need access to ALBE and personal development training depending on their role in the organisation.

Payment for volunteers attending professional development activities depends on local policy.

Adult Literacy Teaching: A Professional Development Course

It is strongly recommended that all personnel involved in literacy programs— especially coordinators—attend the course, *Adult Literacy Teaching (ALT)*, as soon as practicable.

Adult Literacy Teaching has two formats.

- The original course (published in 1992):
 - was designed before competency-based training guidelines were being applied to ALBE programs
 - has face-to-face delivery only of 81 hours.

- The revised course (to be published in 1995):
 - is a competency-based training course
 - contains the same areas of content as the original
 - is in flexible delivery/open learning mode.

In particular ALT offers thorough grounding in

- the principles and practice of adult education and
- literacy teaching and learning.

Professional Development Resources

Beattie, S. 1991, *Moving from Strength to Strength*, Faculty of Education, University of Technology, Sydney.

Canberra Institute of Technology, 1994, *Home Tutor Training: Literacy for People from Non-English Speaking Backgrounds*.

Dept. of Employment, Training and Further Education, 1994, *The Advanced Certificate in Community Services (Community Development) or (Primary Health Care)*, SA.

DEVET, 1993, *Literacy Seminar*, Adult Literacy Services Bureau, Western Australia.

Good Practice In Australian Adult Literacy and Basic Education, No 9.

Resources containing sections on managing people include:

- Webster, M. 1990, *Tutor Trainers Training Course*, Wangaratta College of TAFE
- NLLIA Centre for Workplace Communication and Culture, 1992, *Cultural Diversity Training Manual 1: Culture*.

REFLECTIONS

- 1 In what ways has your reading of this section, Working with Volunteer Tutors, increased your understanding of the issues related to coordinating volunteer adult literacy programs?*
- 2 After your reading and use of this Handbook, what do you consider are the broad issues related to working with volunteers in ALBE?*
- 3 How do you now respond to these broad issues?*

**BIBLIOGRAPHY
&
APPENDICES**

Bibliography

Many items in this bibliography have been annotated. In addition, Appendix H contains an annotated list of many articles from issues of the well known journal, *Good Practice in Australian Adult Literacy and Basic Education*.

ABC Education 1990, *Fresh Start* (video). Available from: TAFE National Video Resource Centre, Private Bag 19, Moorabbin, Vic, 3189.

Adult Community Education Unit, South Australia, 1994, *Strategic Framework for the Implementation of Community-Based Language and Literacy Programs in South Australia 1994 to 1997* (draft).

Embraces the principles identified in the National Policy on Adult Community Education and includes details of the framework, staffing, support and budget of programs. Document is still in draft form.

ACTRAC, 1994, *National Framework of Adult English Language, Literacy and Numeracy Competence*, Melbourne.

A national framework for language, literacy and numeracy informed by Australia's Language: the Language and Literacy Policy. Most state accredited courses in the ALBE field are informed by the framework.

Adult, Community and Further Education Board and the State Training Board, 1993, *Certificates of General Education for Adults*, Melbourne.

The certificates are embedded in the Victorian Adult English Language, Literacy and Numeracy Accreditation Frameworks and comprise the competencies: Reading and Writing, Oral Communication, Numerical and Mathematical Concepts, General Curriculum Options.

Adult Literacy Services Bureau, 1992, *Distance Tutor Training*, Department of Employment, Vocational Education and Training, Perth.

Adult Literacy Services Bureau, 1993, *Coordinators' Handbook*, Department of Employment, Vocational Education and Training, Perth.

A Western Australian management document for adult literacy coordinators detailing areas including volunteers, interviews and accountability. This kit includes many authentic examples.

Adult Literacy Services Bureau, 1993, Developing Programs, Handbook 6 in *Literacy Seminar, Tutors' Handbooks 1-6*, Department of Employment, Vocational Education and Training, Perth.

One of six handbooks of a Western Australian training resource kit for volunteer tutors. The kit can be read separately or in conjunction with a tutor training video. Handbook 6 outlines the preparation, goal-setting and record-keeping necessary in tutor/student learning situations.

Adult Education Division of Technical and Further Education, 1988, *Adult Literacy and Basic Education Trainers' Handbook*, Education Department, Hobart.

Writing and selecting material for this kit was a collaborative effort by mainly Tasmanian adult literacy trainers. The kit offers a comprehensive approach to tutor training and includes sample tutor training activities and outcomes.

Adult Literacy and Basic Skills Unit, 1985, *Publicising Adult Literacy and Basic Skills*, London.

A dated publication from England which still contains useful advice and suggestions, particularly in the area of advertising and publicity.

Batchelor College 1994, *Batchelor College Language and Literacy Competency Framework Professional Development Package (draft)*, Darwin.

A professional development package informed by the National Framework of Adult English Language, Literacy and Numeracy Competence. It responds to local community needs.

Beattie, S. 1991, *Moving from Strength to Strength*, Faculty of Education, University of Technology, Sydney.

A self-paced professional development package for ALBE teachers. Comprises seven modules posing questions based on readings (included).

British Association of Settlements Adult Literacy Project, 1976, *Organisers' Pack*.

Dated, but covers overall establishment of adult literacy programs.

Burns, J. et al. 1989, *Setting up a Volunteer Program*, Council of Adult Education, Melbourne.

Includes details on the role and responsibilities of committees of management, and coordinators.

Cameron, J. (ed.) 1990, *The Resources Book for New Workers in Adult Literacy*, DEET.

Now a dated publication. A wide selection of resources are listed in this publication. The collection insists on an Australian focus, and on specifically adult resources which are both high quality and relevant to contemporary changes in provision.

Campbell, B. 1991, *More Than Life Itself: A handbook for tutors of adult literacy*, VALBEC, Melbourne.

An inspiring book for adult literacy tutors giving background information about adult literacy education.

Canberra Institute of Technology, 1994, *Home Tutor Training: Literacy for people from non-English speaking backgrounds*.

A comprehensive ESL tutor training kit covering literacy and language material focusing on cross-cultural issues and techniques for NESB students.

DEET, 1993, *Running a Regional Literacy Campaign*, Language and Literacy Branch, Canberra.

A booklet suggesting ways to organise and run a regional literacy campaign.

DEET and Australian Broadcasting Corporation, 1994, *The Reading Writing Roadshow* (videos).

DEET and New South Wales TAFE Commission, 1994, *The Reading Writing Roadshow* (workbooks).

Dept. of Employment, Training and Further Education, 1992, *The Management and Delivery of Community Based Adult Literacy and English Language Programs* (2nd draft), Adelaide.

The handbook provides practical guidelines and advice for people who are involved in the management and delivery of community-based adult literacy groups and English conversation groups. A comprehensive kit containing detailed guidelines and pro formas.

Dept. of Employment, Training and Further Education, 1994, *The Advanced Certificate in Community Services (Community Development) or (Primary Health Care)*, Adelaide.

Dept. of Employment, Training and Further Education, 1994, *Stepping Out: Ideas for literacy and numeracy tutors and learners*, Adelaide.

Division of Further Education, 1990, *Draft Guidelines for the Selection and Training of One to One Tutors in Adult Basic Education* (unpublished draft), Melbourne.

Doherty, C. 1987, *Project Read: To get over this hurdle*, Commonwealth Tertiary Education Commission, Darwin, NT.

A report that profiles a basic adult literacy project for urban Darwin. Other publications of *Project Read* are an adult literacy tutor training course and student writing booklets.

Eastern Metropolitan Council of Further Education, 1989, *Kit for New Members*, Ministry of Education, Melbourne.

Compiled to provide management information for coordinators and management committee members in community organisations. Now dated in some areas, but detailed section on committees still useful.

Fine Print, 1993, Vol. 15, No. 1.

Freebody, P. & Luke, A. 1994, 'Teaching reading as critical social practice,' in *Voices of Experience*, eds S. McConnell & A. Treloar, Deakin University for DEET, Melbourne.

Freebody, P. & Luke, A. 1990, 'Literacy programs: debates and demands in cultural contexts', *Prospect*, Vol. 5, No. 3, pp 7-16.

Goddard, R., Marr, B. & Martin, J. 1991, *Strength in Numbers*, Division of Further Education, Melbourne.

Good Practice in Australian Adult Literacy and Basic Education, 1988-1994, Nos 1, 2, 3, 4, 8, 9, 10, 11, 12, 14, 15, 17, 18, 22.

See Appendix H: *Good Practice in Australian Adult Literacy and Basic Education*, an annotated list of the most significant articles for personnel involved in adult literacy volunteer tutor programs.

Good Practice 1-15, in which the first 15 issues are reprinted, is available from ALIO, NSW for \$5.00 a copy and more recent issues can be obtained from state/territory professional support agencies (see Appendix F).

Joyce, H. 1992, 'Principles of literacy teaching', in *Workplace Texts in the Language Classroom*, Curriculum Support Unit, AMES NSW, Sydney.

Kelly, A. 1992, *Participation in an Adult Literacy Program*, Queensland Council for Adult Literacy, Brisbane.

An intensive study of one literacy program based in Brisbane. Outlines methodology, questionnaires, interviews and responses, and notions of good practice. First-hand material.

Lyons, S. 1994, *An Assessment Guide for Adult Basic Education Programs in Victoria*, Adult Community and Further Education Board, Melbourne.

A comprehensive assessment guide detailing criteria for current good practice in competency based assessment. It updates Margaret Purdey's *Assessment, Referral and Placement Kit for Adult Literacy and Basic Education Programs in Victoria*, ACFEB, 1992. The guide has only recently been completed and incorporates the Certificates of General Education for Adults within the Victorian Adult English Language, Literacy and Numeracy Accreditation Framework. It is therefore Victorian in its focus.

Marr, B. & Helme, S. 1991, *Breaking the Maths Barrier*, DEET, Melbourne.

McConnell, S. & Treloar, A. (eds) 1994, *Voices of Experience*, Deakin University, Melbourne.

National Staff Development Committee (forthcoming), *Adult Literacy Teaching: A Professional Development Course - Conversion to Open Learning/Flexible Delivery Modes*.

This course is a planned NSDC project and will be developed on the National Framework.

Neville, B. 1990, 'Basic counselling skills', *VALBEC Conference Papers, Mini-Conferences 1989-90*, VALBEC, Melbourne.

Northcote Library Adult Literacy and Basic Education Program 1991, *No Going Backwards*, Northcote, Vic.

A report on a documentation of good practice in professional development project which involved staff of the Northcote Library ALBE Program.

Osmond, P. 1984, *So You Want to Teach an Adult to Read...? A handbook for tutors*, Edward Carroll, Melbourne.

This handbook is written for volunteer 1:1 tutors and would benefit from updating. It aims to help tutors to understand literacy strategies and how to use this knowledge to help their students improve their reading and writing skills.

Public Sector Management Office 1994, *Management Improvement: Guidelines for the use of volunteers in public sector agencies*, Perth.

These guidelines cover a range of issues which warrant consideration when utilising the services of volunteers. These guidelines were prepared as a reference for managers in the public sector.

Purdey, M. 1992, *Assessment, Referral and Placement Kit for Adult Literacy and Basic Education Programs in Victoria*, Diamond Valley Learning Centre, ACFEB, Vic. (Out of print)

Queensland Council For Adult Literacy, *Tutor Training, Resource Kit*, QCAL, Brisbane.

Quirk, R. 1994, *A Summary of Language and Literacy Issues in Competency-Based Assessment (Draft)*, Assessment Centre for Vocational Education, TAFE NSW, Sydney.

Scheeres, H., Gonczi, A., Hager, P. & Morley-Warner, T. 1993, *The Adult Basic Education Profession and Competence: Promoting best practice*, University of Technology, Sydney.

A report articulating competency standards for experienced teachers in the ABE profession under the auspices of the Australian Teaching Council. The first draft was published under the title *What is a Competent ABE Teacher?*

Smith, A. & Barry, H. 1994, *Training the Tutor Trainer: A professional development course for the trainers of tutors in community adult language, literacy and numeracy programs*, Ministry for Employment, Training and Further Education, Adelaide.

This professional development course aims to provide trainers with the appropriate knowledge, skills and attitudes to train tutors who work in community programs with ESB and NESB students. The course could be used for training groups or individuals.

TAFE National Staff Development Committee 1994, *A National Framework for Professional Development of Adult Literacy and Basic Education Personnel*, Melbourne.

This framework provides a two-year plan to meet the professional development needs of ALBE personnel in response to the ALLP.

TAFE National Staff Development Committee 1993, *Induction Program for Adult Literacy and Basic Education Personnel*, Melbourne.

This is a competency-based professional development course aiming to provide new ALBE personnel with a broad overview of the provision of ALBE in Australia and the policies which shape that provision.

TAFE National Staff Development Committee 1993, *Inservice Programs for Adult Literacy and Basic Education Personnel*, Melbourne.

Tasmanian Reading Association 1991, *Solid Ground* (video, 26 minutes, and booklet), Hobart.

Intended for use at tutor training sessions, this video explores the 1:1 learning situation. This video records good practice in action and reinforces the notion of empathy between tutor and student and the importance of positive feedback. The booklet accompanying the video outlines possible discussion topics.

Thiering, J. & Barbaro, R. 1992, *Numeracy and How We Learn: A Professional Development Program*, TNSDC, Sydney.

Victorian Council of Social Service 1993, *The Community Employing Handbook: A guide to employment issues for community organisations*, Management, Support and Training Unit, Collingwood, Vic.

Detailed handbook outlining employment policy and procedures. Industrial relations issues documented refer to Victoria.

Wallace, C. 1988, 'Participatory approaches to literacy with bilingual adult learners', *Language Issues*, No. 2. (Also reprinted with permission in Beattie, S. 1991.)

Waterhouse, P., Mildenhall, B., & Sefton, R., 1987, *Gippsland Distance Literacy Project Tutor Training Kit*, Yallourn College of Technical and Further Education, for TAFE Off-Campus Network, Vic.

A flexible delivery tutor training program using teleconferences and correspondence. The course was specifically targeted to meet the needs of young people, but can be modified for other groups. It contains a comprehensive set of readings and self-help exercises.

Webster, M. 1990, *Tutor Training Course*, Wangaratta College of TAFE, Vic.

Developed as a certificate course, easy to follow and use, emphasis on self-development and professional development. Outlines objectives, subjects (topics), suggested activities and key points.

Appendix A: State Volunteer Centres around Australia

VOLUNTEER CENTRE OF NEW SOUTH WALES

2nd floor, 105 Pitt Street, Sydney, NSW 2000

Ph: (02) 231 4000 Fax: (02) 221 1596

VOLUNTEER CENTRE OF QUEENSLAND

Room 415, 4th floor, Renney's Building

155 Adelaide Street, Brisbane, QLD 4000

(GPO Box 623, Brisbane, QLD 4001)

Ph: (07) 229 9700 Fax: (07) 229 2392

VOLUNTEER CENTRE OF SA

155 Pirie Street, Adelaide, SA 5000

Ph: (08) 232 0199 Fax: (08) 232 0308

VOLUNTEER CENTRE OF VICTORIA

4th floor, Ross House, 247 - 251 Flinders Lane

Melbourne, VIC 3000

Ph: (03) 650 5541 Fax: (03) 650 4175

VOLUNTEER CENTRE OF WESTERN AUSTRALIA

70 Stirling Street, Perth, WA 6000

Ph: (09) 220 0676 Fax: (09) 220 0617 or (09) 220 0625

VOLUNTEER CENTRE OF ACT

PO Box 307, Curtin, ACT 2605

Ph: (06) 281 6669 Fax: (06) 285 3056

NORTHERN TERRITORY COUNCIL FOR VOLUNTEERING

Shop 11, 1st floor, Paspalis Centre Point,
Smith Street Mall, Darwin, NT 0821
(PO Box 36531, Winnellie, NT 0821)
Ph: (089) 91 3405 Fax: (089) 41 0279

VOLUNTEER CENTRE OF TASMANIA

192 Macquarie Street, Hobart, TAS 7000
Ph: (002) 24 225 Fax: (002) 24 2411

From: Smith, A. & Barry, H. 1994, *Training the Tutor Trainer: A professional development course for the trainer of tutors in community adult language, literacy and numeracy programs*, Ministry for Employment, Training and Further Education, Adelaide.

Appendix B: Volunteers' Rights and Responsibilities

Volunteers with DEVET Adult Literacy Services Bureau have the right:

- 1 To job satisfaction
- 2 To have the support and respect of the Volunteer Tutor Coordinator and co-workers, the Adult Literacy Officer, the staff at the TAFE College and from DEVET ALSB
- 3 To share responsibilities with co-workers
- 4 To receive all information relevant to the job that will help them perform their duties more confidently and competently
- 5 To assist with developing new skills
- 6 To be involved in decision making
- 7 To receive a clear job description
- 8 To receive reimbursement of out-of-pocket expenses
- 9 To receive training, initial and on-going, as well as on-the-job training and supervision
- 10 To be given protection in the form of insurance and personal safety
- 11 To be trusted with confidential information that will help them to carry out their work more effectively
- 12 To ask for a new assignment when they are ready to move on
- 13 To be well briefed on the organisation and informed of new developments
- 14 To know who they are accountable to and to have clearly defined channels of communication
- 15 To know the reason why, if they are deemed to be unsuitable for a task
- 16 To have information about the people with whom they will work if it is relevant to their job
- 17 To have confidentiality from the Community Literacy Group about their own personal details
- 18 To know what tasks they will be expected to perform and to say 'No' to unacceptable tasks

From: Adult Literacy Services Bureau, 1993, *Coordinators' Handbook*,
Department of Employment, Vocational Education and Training, Perth.

Appendix C: Selection and Appointment of Volunteers

Responsibilities of the volunteer literacy tutor:

- 1 To be dependable and to notify the Coordinator and their student if they are unable to report to work
- 2 To be willing to undertake training for any job in order to perform more effectively
- 3 To uphold the policies of the Community Literacy Group
- 4 To use reasonable judgement in making decisions
- 5 To remember that all personal information learnt whilst on or off the job is strictly confidential
- 6 To provide feedback, suggestions, and recommendations regarding their activities to the appropriate people
- 7 To treat the people with whom they are working with respect
- 8 To inform the Coordinator when contact has been made with a student and lessons have started
- 9 To provide language, literacy and/or numeracy tuition for at least one hour per week for an initial period of 12 weeks. The time and place should be negotiated with the student
- 10 In consultation with the student, plan and prepare lessons which are suited to the student's interests and abilities. Sessions should be aimed to develop the student's confidence and responsibility for their learning
- 11 Complete and return the Tutor Contact Forms
- 12 Maintain frequent and regular contact with the Coordinator to inform the Coordinator about:
 - terminating lessons
 - student progress
 - changes of address/telephone of tutor or student
 - tutor going on leave
 - assistance in developing appropriate tutoring sessions
 - student being ready and wanting to join class
 - concerns of the student or the tutor
- 13 Sensitivity to students' literacy and numeracy needs
- 14 Commitment to be available as a tutor for at least 12 months
- 15 To not become over-committed

From Adult Literacy Services Bureau 1993, *Coordinators' Handbook*,
Dept of Employment, Vocational Education and Training, Perth.

Appendix D: Criteria for Selecting Volunteer Tutors

Tutors are not required to hold formal qualifications or to have had previous teaching experience. They should, however, have completed a tutor training course and be recommended by a community adult LL&N program coordinator as being suitable to be a tutor before commencing work with a student.

The following criteria may be useful in the selection of tutors:

Personal requirements – tutors will:

- have empathy with, and show positive attitudes towards adult learners
- be aware and appreciative of cultural differences
- be able to relate to people without allowing value judgements to distort perceptions
- respect the need for confidentiality
- have good interpersonal and communication skills
- have sufficient language, literacy and numeracy skills to be able to help a student effectively

Duty requirements – tutors will:

- attend all the modules of a tutor training course or, when necessary, negotiate with the trainer to complete the course requirements if modules are missed
- attend any workshops which relate to the particular context in which they are working
- attend any meetings relevant to that particular community program
- be willing to allocate up to two hours per week for tutoring the student and further time, as necessary, for lesson preparation and travelling
- be prepared to commit themselves to the community program for a minimum of six months
- be willing to keep the coordinator of the community program regularly informed of student progress.

From Smith, A. & Barry, H. 1994, *Training the Tutor Trainer: A professional development course for the trainer of tutors in community adult language, literacy and numeracy programs*, Ministry for Employment, Training and Further Education, Adelaide.

Appendix E: Tutor Application Form

Name

Address

P/Code

Phone: Day Evening

How did you hear about Donvale Living & Learning Centre?

Why are you interested in becoming an adult literacy tutor?

Please describe any experience or work you feel may be helpful in this work

Why do you think there are adults who seek help with reading, writing or maths?

Please tick any of these aspects of adult tutoring work which interest you
(no special experience needed).

- ☐ Working with students who are new readers or beginner writers
- ☐ Working with students who are independent writers
- ☐ Working with students on numeracy or basic maths
- ☐ Helping to run a small library of resources
- ☐ Publicity or outreach work to reach new students or tutors
- ☐ Typing or word processing for an ALBE magazine
- ☐ Being on a Committee at DLLC

When are you available to tutor? Day / Evening (Please delete)

How many hours a week could you be available? ☐ 2 hrs
☐ 4 hrs
☐ more than 4 hrs.

Signed Date

Office use - Referred to:

From Donvale Living and Learning Centre, Victoria

Appendix F: Professional Support Agencies

International

ALBSU Adult Literacy & Basic Skills Unit
7th Floor, Commonwealth House
1-19 New Oxford Street
London WC1A 1NU
UNITED KINGDOM

RaPAL Research & Practice in Adult Literacy
Bolton Royd Centre
Mannington Lane
Bradford BD8 7BB
UNITED KINGDOM

National

ACAL Australian Council for Adult Literacy
GPO Box 2283
CANBERRA ACT 2601

ACTA Australian Council of TESOL Associations
GPO Box 518
DARWIN NT 0801

ARA Australian Reading Association
PO Box 78
CARLTON SOUTH VIC 3053

DEET Literacy & ESL Section
DEET
GPO Box 9880, CANBERRA ACT 2601

NCELTR National Centre for English Language Teaching & Research
MACQUARIE UNIVERSITY NSW 2109

NLLIA National Languages & Literacy Institute of Australia
Coordinator, Adult Literacy Research Network
GPO Box 372 F
MELBOURNE VIC 3001

States and Territories

New South Wales

ALIO Adult Literacy Information Office
Level 1
6-8 Holden St
ASHFIELD NSW 2031
Ph: (02) 716 3666 Fax: 716 3699

MEU Multicultural Education Unit
Ground floor
6-8 Holden St
ASHFIELD NSW 2031
Ph: (02) 716 3777 Fax: 716 3699

BACE Board of Adult & Community Education
Level 7, 1 Oxford St
DARLINGHURST NSW 2010
Ph: (02) 266 8005 Fax: 266 8076

NSWAL&NC NSW Adult Literacy & Numeracy Council
PO Box 464
ASHFIELD NSW 2131
Ph: (02) 716 8469 Fax: (02) 716 3699

Queensland

QDEC

Queensland Distance Education College

GPO Box 1326

BRISBANE QLD 4001

TAFE

Systemic Curriculum Initiatives Unit

4th Floor, 30 Forbes House

Makerston Street

BRISBANE QLD 4000

Mail: LMB 2234, GPO BRISBANE QLD 4001

QCAL

Queensland Council for Adult Literacy

PO Box 301

RED HILL QLD 4059

AMES

Language Services

TAFE Queensland

Locked Mail Bag 2234, GPO

BRISBANE QLD 4001

Tasmania

ALBE Unit Hobart

2 Edward Street

GLEBE TAS 7000

Ph: (002) 33 7324 Fax: (002) 33 7914

ALBE Unit Burnie

4 North Terrace

BURNIE TAS 7320

Ph: (004) 34 6222 Fax: (004) 34 6286

ALBE Unit Launceston

77 Cameron Street

LAUNCESTON TAS 7250

Ph: (003) 36 2746 Fax: (003) 36 2578

ALBE Resources Unit (TAS)

19 Steele Street

DEVONPORT TAS 7310

Ph: (004) 23 1234 Fax: (004) 23 1235

TCAL

Tasmania Council for Adult Literacy

PO Box 1625

HOBART TAS 7001

AMES

Adult Migrant English Service

212 Liverpool Street

HOBART TAS 7000

Victoria

AMES

Adult Migrant English Services Victoria

1st Floor, Myer House

250 Elizabeth Street

MELBOURNE VIC 3000

ARIS

Adult Basic Education Resource & Information Service

NLLIA, 9th Floor, 300 Flinders Street

MELBOURNE VIC 3000

Ph: (03) 614 0255 Fax: (03) 629 4708

Mail: GPO Box 372 F MELBOURNE VIC 3001

VALBEC

Victorian Adult Literacy & Basic Education Council

247 Flinders Lane

MELBOURNE VIC 3000

Ph: (03) 650 6906/8086 Fax: (03) 654 1321

Western Australia

TAFE

Adult Literacy Services

Fishing & Aquaculture Centre

Fleet Street

FREMANTLE WA 6160

WAALC WA Adult Literacy Council
 PO Box 339
 INGLEWOOD WA 6052

AMES Adult Migrant Education Services
 4th Floor, Beneficial House
 12 St Georges Terrace
 PERTH WA 6000

Australian Capital Territory

AMES Adult Migrant English Services
 GPO Box 826
 CANBERRA ACT 2601

Migrant Home Tutor Scheme
 Resource Library
 1st Floor, Tasman House
 Marcus Clarke Street
 CIVIC CENTRE ACT 2600

Volunteer Home Tutor Scheme Resource Centre
 Canberra Institute of Technology
 Ainsworth Street
 WODEN ACT 2606

ACTCAL ACT Council for Adult Literacy
 PO Box 778
 JAMISON ACT 2614

Northern Territory

AMES Adult Migrant English Services
 PO Box 42371
 CASUARINA NT 0810

NT Adult Literacy Council
 GPO Box 4821
 DARWIN NT 0801

TAFE Adult Literacy/Numeracy Coordinator
NT Employment & Training Authority
Quality Management Branch
GPO Box 4821
DARWIN NT 0801

South Australia

AMES Adult Migrant English Services
Settlement Unit
5th Floor, Renaissance Centre
127 Rundle Mall
ADELAIDE SA 5000
Ph:(08) 224 0922 Fax: (08) 232 1826

Migrant Resource Centres of SA

- 132 Henley Beach Road	- 74 Park Terrace
TORRENSVILLE SA 5031	SALISBURY SA 5108
Ph: (08) 234 9211	Ph: (08) 250 0355

Adult & Community Education Unit

1st floor 31 Flinders Street
ADELAIDE SA 5000 Ph: (08) 226 1720
Mail: GPO Box 2564 ADELAIDE SA 5001

CAN Community & Neighbourhood Houses & Centres Association Inc.
96 Rundle Street
KENT TOWN SA 5067
Ph: (08) 231 5535, (08) 362 873 Fax: (08) 362 4750

SACAL South Australian Council for Adult Literacy
96 Rundle Street
KENT TOWN 5067 Ph: (08) 362 8730

TAFE State Language Literacy & Numeracy Services
Douglas Mawson Institute, 254 Richmond Road
MARLESTON SA 5033
Ph: (08) 4166402 Fax: (08) 371 1154

Appendix G: Bookshops and Suppliers of Resource Materials

New South Wales

University Co-op Bookshop
Head Office
80 Bay St
BROADWAY NSW 2007 Ph: (02) 212 2222 Fax: (02) 212 3372

Bridge Bookshop
10 Grafton St
CHIPPENDALE 2008 Ph: (02) 211 1660 Fax: (02) 211 1868

Disadvantaged Schools Program
Erskineville Public School
Swanson Street
ERSKINEVILLE NSW 2043 Ph: (02) 557 5206

Beyond Toys
24 Birdwood Lane
LANE COVE 2067 Ph: (02) 418 6156 Fax: (02) 418 8869

Victoria

AMES Materials Development
1st floor, Myer House, 250 Elizabeth Street
MELBOURNE VIC 3000 Ph: (03) 663 2781

ARIS (Adult Basic Education Resource and Information Service)
Level 9, Victoria University of Technology Building
300 Flinders Street
MELBOURNE VIC 3000 Ph: (03) 614 0255

Bookery

348 Drummond St

CARLTON VIC 3053

Ph: (03) 347 7857

CAE Publications

5th floor, 256 Flinders St

MELBOURNE VIC 3000

Ph: (03) 652 0714

Dominie

347 Waverley Rd

MT WAVERLEY VIC 3149

Ph: (03) 807 5422

Foreign Language Bookshop

259 Collins St

MELBOURNE VIC 3000

Ph: (03) 654 2883

Language International Shop

2/797 Glenferrie Rd

HAWTHORN VIC 3122

Ph: (03) 819 0900

Objective Learning Materials (NB: good for Maths/Numeracy)

41 Martin Place

MT WAVERLEY VIC 3149

Ph: (03) 803 2822

TAFE Publications

33-37 Hotham St

COLLINGWOOD 3066

Ph: (03) 419 6611

TESL Books

397 Little Lonsdale St

MELBOURNE VIC 3000

Ph: (03) 670 3449

Australian Capital Territory

Volunteer Home Tutor Scheme Resource Centre

Room A 14 Southside Library

Canberra Institute of Technology

Ainsworth St, WODEN ACT 2606

Dymocks Bookshop
Garema Place
CIVIC ACT 2600

Migrant Home Tutor Scheme
Resource Library
1st floor, Tasman House
Marcus Clarke St
CIVIC ACT 2600

Tasmania

Launceston ALBE Unit
77 Cameron Street
LAUNCESTON TAS 7250

Hobart ALBE Unit
2 Edward Street
GLEBE TAS 7250

ALBE Resource Unit
19 Steele Street
DEVONPORT TAS 7250 Ph: (004) 231234 Fax: (004) 231235

Queensland

The American Bookstore
- 173 Elizabeth St
BRISBANE 4000 Ph. (07) 229 4677

- 1030 Cavendish Rd
MT GRAVATT 4122 Ph: (07) 849 4948

The Language People
245 Boundary Rd
WEST END QLD 4101 Ph: (07) 844 8700

Mary Ryan Bookshop
179 Latrobe Tce
Paddington QLD 4064 Ph: (07) 368 1694

South Australia

Campion Books
1c Stepney Centre
Union Street

STEPNEY SA 5069

Ph: (08) 363 2066 Fax: 363 2406

The Book Shelf Pty Ltd
165 Pirie Street

ADELAIDE SA 5000

Ph: (08) 223 3899

Western Australia

The Language Centre Bookshop
555 Beaufort St

MT LAWLEY 6050

Ph: (09) 328 8965

Singing Tree
Armagh St

VICTORIA PARK 6100

Ph: (09) 361 8288

A & M Bookshop
28 Kembla Way

WILLETTON WA 6155

Ph: (09) 354 1400

Appendix H: Good Practice in Australian Adult Literacy and Basic Education

This annotated list of significantly relevant articles from the journal, *Good Practice in Australian Adult Literacy and Basic Education*, has been specially prepared for this Handbook by Heather Haughton, VALBEC, Melbourne.

Annotations for articles which appeared in volumes 1 to 15 of *Good Practice*, as it is usually called, were earlier published in a bound edition, *Good Practice 1-15*, and are reprinted by permission.

The annotations for articles from volumes 16 to 19 were purpose-written by Heather Haughton.

Volumes 2, 3, 5, 11, 14 and 19 of *Good Practice*, are highly recommended as very useful background reading for coordinators. All the articles in those issues are an excellent source of handouts for volunteer tutors.

Volume 12 is also highly relevant for coordinators, both for those who have community-based experience and for those who are just beginning to work with community organisations.

Good Practice 1-15 is available from the Adult Literacy Information Office, 6-8 Holden St, Ashfield NSW, 2131, at a cost of \$5.00 per copy.

GP 1: Student-centred learning

Why negotiate?

Source: NSW TAFE

This article considers literacy as a concept which is relative to the needs of the student. It considers the need for negotiation in developing curriculum for use with Aboriginal students. There is a brief discussion of the process of successful negotiation—what to negotiate, how to negotiate, and the subsequent positive outcomes.
(GP 1, pp. 1-2)

Negotiation

Source: *Tasmanian Adult Literacy Trainers Handbook*

This article summarises the Tasmanian approach to tutor training. It outlines the basic principles for tutor training:

1. The student is paramount in determining the nature and process of his/her learning.
2. The focal point for learning is the relationship between the tutor and student.
3. The learning fosters personal skills of self respect, self esteem etc., beyond knowledge and skills acquisition.
4. Negotiated learning is a valuable strategy for training tutors in that it models the process of teaching and learning through negotiation.
(GP 1, p. 3)

Do we know what we mean...?

Source: Sharon Coates, Prahran TAFE, Melbourne

This article considers 'student-centred' learning. The author discusses what are the characteristics of a 'student centred' teaching process, and how to assess the "success" of such a technique. Coates emphasises that student-centred learning is as much a matter of "process" as of "content". (GP 1, p. 4)

GP 4: Varieties of provision

Literacy in Carringbush Library

Source: Jan Hansen, Carringbush Library, Richmond, Melbourne

The article outlines the community-based philosophy of the Carringbush Library, and lists some of its out-reach activities. The author lists some of the positive outcomes and problems associated with conducting a literacy program from a public library. (GP 4, pp. 1-3)

The changing face of a community program

Source: Beverley Campbell, Glenroy Library, Melbourne

The author traces the development of a community based literacy program over a number of years. A range of approaches to tutor training and learning modes for students are described, ranging from a Road Rules group, to ESL classes. The article discusses alternative means of recruiting and training tutors to meet a variety of student needs, as well as considering some of the issues involved with being the coordinator of such a centre. A number of organisational strategies used by the coordinator to meet the diverse needs of the community are also outlined. (GP 4, pp. 12-13)

GP 7: Assessment and evaluation

The why, who, what and how of assessment

Source: Pam Osmond, Bankstown TAFE, Sydney

The article defines "assessment" and "evaluation", and considers the necessity for assessment in terms of public and student accountability. The author argues that assessment responsibility should be shared by both the learner and the teacher. Benefits on participatory assessment are seen to be encouraging independence, responsibility for learning and development of an alternative to externally "measured" progress. A graphic explanation of "What to assess" and "How to assess it" is suggested. (GP 7, pp. 1-2)

Seasoning for quality

Source: Delia Bradshaw, CAE, Melbourne

The article describes in some detail the process of self evaluation employed by the Adult Basic Education and Literacy program (ABEL) at CAE in Melbourne. The process recorded the shared reflections and judgements of students, tutors and administrative support staff. Phase One of the program focused upon successful experiences. Phase Two is on-going, and involves activating recommendations arising from Phase One in areas of policy development, student support, tutor support, curriculum and resources and further resources. (GP 7, pp. 2-5).

Reading the world in action

Source: Delia Bradshaw, CAE, Melbourne

The article is a statement of the philosophical underpinnings of the ABEL program within the Victorian Council of Adult Education. The author provides a visual representation of how the two educational goals, "knowledge" and "skills and abilities" interweave. The program is designed to encourage students to think creatively and critically about their place in society, and to provide students with access to the skills necessary for their constructive contribution to their community. (GP 7, p. 4)

Initial assessment at Sydney Tech

Source: Karen Murphy, Sydney Technical College, Ultimo

The author describes in detail, and justifies the initial interview and assessment process in current use at a Sydney TAFE College. The assessment process is student centred, and focuses upon the four macro skills. There is an emphasis upon active learning and participatory assessment. (GP 7, pp. 5-7)

Evaluation and the curriculum

Source: Rex Ennis and Jacinta Griffin, Council of Adult Education, Melbourne

The article summarises the outcome of a Victorian ALBE Conference considering the process of evaluation - why, what and who. The authors provide a very useful, easily consulted outline for a suggested program of self evaluation in a group course. (GP 7, pp. 8-9)

Reflections on evaluation

Source: Aileen Treloar, VALBEC, Melbourne

The article summarises the conclusions of an evaluation workshop held at the 1989 ACAL Conference. The author details the process by which participants came to consider the multi-level nature of evaluation, involving students, tutors, co-ordinators and external funding authorities. The article concludes with a 'top-down' perspective, focusing upon the need for self evaluation responsibility to be taken by tutors, co-ordinators and funding authorities, addressing issues such as the environment in which work takes place. (GP 7, pp. 12-13)

GP 8: Program organisation and diversity

Organising for diversity

Source: Brenda Barry, Capricorn Coast TAFE Centre Yeppoon, Queensland

The author outlines her objectives in organisation for an ALBE program. The article first defines the structures and constraints within which the program operates. There follows a more detailed list of program objectives under the following headings:

- behavioural
- knowledge
- skills
- attitudes

The author takes a student centred, participatory approach. The article includes a brief but useful list of ideas and resources. (GP 8, pp. 1-2)

Vive la difference

Source: Shirley Faulk, Ballarat School of Mines, Victoria

This article describes in detail the ALBE voluntary tutor scheme operating through Ballarat School of Mines (TAFE). Distinctions are drawn between this and other tutor schemes. Rationale and explanation is given at each point of variation.

1. Each student has two tutors, and two sessions per week.
 2. Tutorial sessions are all conducted at the college, at the same time for all students.
- Positive outcomes include simplified administration and supervision; improved training possibilities for new tutors; reduction in stigma for students; improved social contact between students and tutors etc. (GP 8, p. 8)

GP 9: Staff development

Talking with an expert: David Scott on staff development

Source: Heather Haughton, VALBEC, Melbourne

The article summarises an interview with a management consultant. Issues addressed include recruitment of staff to development programs, encouraging participants to practise their new skills in the workplace, determining the size of staff development groups and negotiating requirements for professional development with staff. (GP 9, pp. 2-4)

Supporting volunteer tutors

Source: Di Kennedy and Andrew Shipway, Southern Region ALBE, Hobart

The article explains the process of volunteer tutor support through the Tasmanian ALBE units. The authors detail the initial training of volunteers and then discuss matching and tutor-student contact. Tutors are encouraged to remain in constant verbal contact with co-ordinators, and regular "resource days" are conducted as part of initial training follow-up. There are also regular seminars, workshops and tutor support group meetings as well as tutor newsletters and tutor support notes. The authors conclude that their program is time, cost and energy efficient and provides a positive experience for tutors, students and co-ordinators. (GP 9, pp. 4-5)

What does a tutor need to know?

Source: Delia Bradshaw, CAE, Melbourne

The author considers what professional support and development are most appropriate and feasible for sessional tutors in a large, city-based ALBE program. The article describes the author's response to the perceived needs in the form of a monthly bulletin, termly professional journal, occasional papers, termly meetings, information folders and regular informal contact. (GP 9, p. 6)

Understanding and using group processes

Source: Bernie Neville, School of Education, La Trobe University, Melbourne

The article describes two workshop presentations at a 1990 VALBEC mini-conference. The author explains in detail the effective use of role play techniques among colleagues to explore alternatives for dealing with difficult classroom situations. The exercise is useful in considering situations from the viewpoint of both the student and the teacher, as well as in gaining insight into one's own responses. (GP 9, pp. 14-15)

Recipe for a nervous breakdown

Source: Magnhild Nordland, ALIO, Sydney

A very useful, well-presented explanation of how to conduct a staff development function, giving practical advice about all of the vital details which, if neglected have the potential for catastrophe. (GP 9, pp. 15-16)

GP 13: Research and keeping up to date

Why I need research!

Source: Trish Branson, Brighton Campus, Kingston TAFE, Adelaide

The author discusses how she has used current literacy research to guide and organise her teaching practices. She makes a plea for further relevant research, and for literacy practitioners to better utilise available research. (GP 13, p. 1)

What has research got to do with teaching language and literacy?

Source: Helen Joyce, Faculty of Adult Education, UTS, Sydney

The author discusses the usefulness of research in the classroom itself to underpin professional development, workplace literacy courses and the understanding of broader educational issues. (GP 13, p. 2)

How to get what you need

Source: Heather Houghton VALBEC, Melbourne

The article is a transcript of a brief interview with Yoland Wordsworth, a professional social researcher. The author discusses basic research issues ranging from how to decide what to research to how to conduct the research, and then what is beyond the conclusions to research. The author provides some amusing and evocative cartoons to accompany the article. (GP 13, pp. 6-7)

Answers for the teacher

Source: Sue Shore, Underdale Campus, University of SA, and Trish Branson, Brighton Campus, Kingston TAFE, Adelaide

The article outlines the underpinnings and detailed conduct of the author's classroom based educational research. The research was aimed at examining the distribution of power in the classroom, and how the teacher response enhanced a limited student participation and learning. The emphasis of the article is on practical research outcomes and practical classroom application of research findings. (GP 13, pp. 8-9)

GP 16: Multicultural perspectives

From heart to head

Source: Barbara Goulborn, Broadmeadows College of TAFE, Victoria

The author explains how she evaluated her own teaching by applying 'The spiral of good practice': reflection, design of learning activities, teaching practice and reflection. Her curriculum, designed for a group of NESB women, took aspects of Aboriginal culture as its starting point; her goal was to encourage students to move from writing personal narratives to the literacies for practical purposes, knowledge and public debate. (GP 16, pp. 3-6)

Growing older in Australia

Source: Margaret Griffith (now at) CAE, Melbourne

The article exemplifies a 'whole language' approach to working with a group of NESB learners. The methodology could be adopted by a volunteer tutor working with one student on a selected text. (GP 16, pp. 6-8)

Adult literacy and adult ESL

Source: Anne Burns, NCELTR, Macquarie University

An understanding of the common ground and of the differences between adult literacy and adult ESL is essential for program coordinators. The author uses the headings: the learners, theories informing practice in both fields and issues of curriculum, to explore similarities and differences and concludes that there is much to be gained from mutual understanding. (GP 16, pp. 8-10)

GP 17: Assessment, referral and placement

Assessment of Newstart clients

Source: Susan Garside, Bayside Community College, Brisbane

The author bases her practice on the principle that good practice in assessment strives to consider the client first, rather than the tasks and texts. The article gives detailed and practical examples using familiar, real life texts; a flow chart for an assessment procedure details suggested steps to follow. (GP 17, pp. 2-4)

The missing C's

Source: Jan Simmons, Morrison House, Mount Evelyn, Victoria

The assessment, referral and placement of CES referred clients is a process that highlights the needs of the client, the assessor, teachers, the CES, and the adult literacy authority. The author contends that the process needs to be 'humanised'. (GP 17, pp. 8-9)

Recording progress

Source: Vaughan Croucher, Canberra Institute of Technology

A 'Record of Progress' book attempts to ensure that a monthly process of reflection is undertaken jointly by student and teacher. The book is used to record competencies, negotiated goals, proposed program, resources used, completed activities, comments, progress and student evaluation of the course. (GP 17, pp. 12-13)

Developing an interview and placement policy

Source: Julie McQueen (now at) National Food Industry Training Board, Victoria

The author found that working within a policy and guidelines helped to sharpen the educational focus of the program and to build pathways within it. The public nature of the document strengthened the program's credibility with students and a range of funding and referral agencies. (GP 17, pp. 14-125)

GP 18: Curriculum Development

Powerful discourses

Source: Delia Bradshaw (now at) ARIS, Melbourne

The author describes the development of the Adult Basic Education Accreditation Framework in Victoria, and its philosophical underpinning: that 'literacy' encompasses the acquisition of multiple discourses, that the words on a page embody ideas, values, ideologies and feelings. The development of literacy comes to mean the development of meta-level cognitive, linguistic and critiquing skills. (GP 18, pp. 2-3)

Advocacy, theory and the way we speak

Source: Marilyn Childs (now at) Katoomba College of TAFE NSW

The author believes that the language we use as coordinators and teachers lags behind advances in theory and practice of literacy teaching, and relegates students to a lowly place in a hierarchy defined by the dominant culture. We need to promote the concepts that literacy is an evolving and dynamic strategy that is context based, and to create a language that reflects a good understanding of our theoretical framework. (GP 18, pp. 4-5)

Storylines

Source: Joyce Murray, AMES, Auburn NSW

A teacher from adult ESI describes how she designed a curriculum to meet the changing needs of her classes: from low intensity curriculum developed for mostly middle aged students not actively seeking employment to a curriculum developed for younger students referred by the CES, who needed to upgrade their language skills in order to find work. (GP 18, pp. 8-10)

Appendix I: Acronyms for ALBE

AAACE	Australian Association for Adult and Community Education
ABE	Adult Basic Education
ACAL	Australian Council for Adult Literacy
ACE	Adult and Community Education
ACFE	Adult, Community and Further Education (Victoria)
ACTRAC	Australian Committee for Training Curriculum
ALBE	Adult Literacy and Basic Education
ALBSU	Adult Literacy and Basic Skills Unit (UK)
ALF	Australian Literacy Federation
ALIO	Adult Literacy Information Office (Sydney)
ALLP	Australian Languages and Literacy Policy
ALRN	Adult Literacy Research Network
AMES	Adult Migrant English (or Education) Services
ANTA	Australian National Training Authority
ARA	Australian Reading Association
ARIS	Adult Basic Education Resource and Information Service (Melbourne)
ASLPR	Australian Second Language Proficiency Rating
BACE	Board of Adult and Community Education (NSW)
CAE	Council of Adult Education (Victoria)
CES	Commonwealth Employment Service
DEET	Department of Employment, Education and Training
DIEA	Department of Immigration and Ethnic Affairs
EEO	Equal Employment Opportunity
ESB	English Speaking Background
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
ILCM	Interim Literacy Course Matrix
ILY	International Literacy Year
MCEETYA	Ministerial Council for Employment, Education, Training and Youth Affairs

NCELTR	National Centre for English Language Teaching and Research
NESB	Non-English Speaking Background
NFROT	National Framework for the Recognition of Training
NIACE	National Institute of Adult and Continuing Education
NLLIA	National Languages and Literacy Institute of Australia
NSDC	National Staff Development Committee <i>for Vocational Education and Training</i> (formerly TAFE National Staff Development Committee)
NVETS	National Vocational Education and Training System
OTEN	Open Training and Education Network (NSW)
OTFE	Office of Training and Further Education (Victoria)
QDEC	Queensland Distance Education College
RaPAL	Research and Practice in Adult Literacy (magazine, UK)
RPL	Recognition of Prior Learning
TAFE	Technical and Further Education
TasRA	Tasmanian Reading Association
TESOL	Teaching English to Speakers of Other Languages
TNSDC	TAFE National Staff Development Committee (See NSDC)
VALBEC	Victorian Adult Literacy and Basic Education Council
VETA	Vocational Education and Training Authority
WEA	Workers Educational Association
WELL	Workplace English Language and Literacy (Program)